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ABSTRACT

Part of a series of competency-based test materials for grades six through ten, this test booklet for seventh graders contains multiple-choice questions designed to aid in the evaluation of the pupils' library skills. Accompanied by a separate booklet of illustrations which are to be used in conjunction with the questions, the test covers the following skill clusters: (1) location of resources, (2) understandings about materials, (3) using the card catalog, (4) general reference skills, (5) using dictionaries, (6) using encyclopedias, (7) using almanacs, (8) using atlases, and (9) using newspaper, magazine, and periodical indexes. Objectives for each of the clusters are identified. (FM)

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Criterion Referenced Inventory

GRADE

7

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

"PERMISSION TO REPRODUCE THIS
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D. Hymes

DIRECTIONS TO STUDENTS

1. Read each question carefully.
2. Be careful to note any additional directions for the use of illustrations (for example, sample book pages, drawings, cards).
3. Choose the best answer from the four answers given.
4. Mark the best answer on your answer sheet.
5. Do not mark on the test or in the student illustration booklet.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

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ACKNOWLEDGMENTS

This document was developed during the summer of 1979 by The Media Skills Assessments and Inventories Workshop, Susannah A. Miller, Coordinator. Workshop committee members were Joan Copenspire, Donna Dale, Patricia Lebanik, Rachel Mertz, and Elizabeth Flach, Consultant.

INTRODUCTION

The Criterion Referenced Assessment Banks and the Criterion Referenced Inventories were developed by the Montgomery County Public Schools Department of Instructional Resources as part of a comprehensive program of media skills. These evaluation tools represent one component of a unified media program concept which originated in the 1960's, when a concerted effort was made to transform the traditional school library into a unified media center.

In the late 60's and early 70's, the concept of a unified media program was further developed by interrelating media skills instruction with the overall MCPS curriculum.

In 1971, the Department of Educational Media and Technology, now the Department of Instructional Resources, initiated work on a media skills project a) to teach students the necessary skills to learn effectively through the utilization of media resources and b) to help students become independent users and producers of media.

In 1975, as a continuing effort to improve skills instruction, a Scope and Sequence Chart of Instructional Objectives for Media Research and Communication Skills was developed in draft form; and sample assessment measures were provided as models to be used by media specialists and teachers in developing their own assessment measures. In 1978, this chart was revised and produced as the *Instructional Objectives for Information Retrieval and Media Production*, referred to as the "Blue Book." The document was included in the Multidisciplinary Programs section of the 1979 MCPS *Program of Studies*.

Recognizing the need to help media specialists in the planning and implementation of the *Instructional Objectives for Information Retrieval and Media Production*, the Department of Instructional Resources initiated the development of several supporting components. These included increased assistance to media specialists in planning with teachers; the continuing production of media skills activities; the development of a school-wide annual plan of media instruction; and the production of assessment measures to diagnose students' acquisition of the skills outlined in the "Blue Book." It is the assessment component which ultimately led to the development of the Criterion Referenced Assessment Banks and Criterion Referenced Inventories.

In the summer of 1979, a committee selected by the Department of Instructional Resources developed two diagnostic instruments to be used with students in Grades Six and Nine in determining where additional instruction is apt to be needed by each student for the mastery of media skills by the end of Grades Six and Nine. The committee was guided by the following recommendations:

- Items should be written for those objectives considered essential for students' success in Grades Seven and Ten.
- Materials referred to, or illustrations used in conjunction with the items, should represent those materials which are used by students in meeting instructional objectives identified in the various disciplines included in the *Program of Studies*.
- Vocabulary levels of items should be consistent with the grade levels for which they were intended.

Four needs assessment instruments were developed: two Criterion Referenced Assessment Banks, one each for Grade Six and Grade Nine; and two Criterion Referenced Inventories, one each for students entering Grade Seven and Grade Ten. The Criterion Referenced Inventories contain items based upon objectives selected from the Criterion Referenced Assessment Banks.

Both the Criterion Referenced Assessment Banks (CRABS) and the Criterion Referenced Inventories (CRIS) are criterion-referenced rather than norm-referenced since all items correspond directly to the objectives outlined in the *Instructional Objectives for Information Retrieval and Media Production* "Blue Book."

The CRABS contain items organized into skill clusters as outlined in the "Blue Book." Each cluster in CRAB 6 is bound individually, and the entire set is accompanied by a separate booklet of illustrations necessary for the completion of the assessment items. CRAB 9 is bound in one booklet and is also accompanied by a separate booklet of illustrations.

The CRABS should be administered to students prior to instruction or review in any skill area. The media specialist and the teacher should select the appropriate cluster(s) needed to assess students' mastery and administer those items to the students. Using the results, the media specialist and the teacher will determine student groupings and provide the appropriate instruction.

The CRIS contain items organized into one booklet and accompanied by a separate booklet of illustrations. These inventories are to be administered at the beginning of Grades Seven and Ten to determine which skills the students have already acquired and which skills are in need of reinforcement. It is anticipated that these inventories will serve as a valuable tool for media specialists to use with incoming students. It is strongly recommended that the CRABS and the CRIS be used as outlined in order to provide an effective measure of media skills achievement.

Both the *Instructional Objectives for Information Retrieval and Media Production* and the assessment project represent an ongoing commitment by the Department of Instructional Resources to the development of a unified media program.

This commitment will be further extended to include the following:

- . The development of Criterion Referenced Assessment Bank 3 and Criterion Referenced Inventory 4
- . The correlation of media skills instructional activities with the CRABS, CRIS, and the *Instructional Objectives for Information Retrieval and Media Production*
- . The comprehensive evaluation of the *Instructional Objectives for Information Retrieval and Media Production* and the Criterion Referenced Assessment Banks and Inventories

SKILL CLUSTER OBJECTIVES

Item Page

SKILL CLUSTER: LOCATION OF RESOURCES

The student will:

Explain the composition of call numbers for fiction (I.A.3.b.)	1	3
Explain the composition of call numbers for nonfiction (I.A.3.c.)	2	3
Explain the composition of call numbers for nonprint (I.A.3.d.)	3	3

SKILL CLUSTER: UNDERSTANDINGS ABOUT MATERIALS

The student will:

Explain the function of the copyright date (II.B.2.g.)	4	3
Explain the function of the table of contents (II.B.2.o.)	5	4
Explain the function of the index (II.B.2.p.)	6	4
Explain the function of the glossary (II.B.2.r.)	7	4
Explain the function of the bibliography (II.B.2.v.)	8	4
Distinguish between fiction and nonfiction (II.B.6.)	9-10	5
Use the copyright [date] to determine currency of materials (II.B.9.)	11	5
Explain the content of the vertical file (II.B.11.)	12	5

SKILL CLUSTER: CARD CATALOG

The student will:

Use guide letters and guide words (II.C.1.)	13-19	6-7
Explain the purpose of the card catalog (II.C.2.)	20	7
Identify the call number on a catalog card (II.C.3.a.)	21-22	8
Identify the author on a catalog card (II.C.3.b.)	23-25	8-9
Identify the title on a catalog card (II.C.3.c.)	26-28	9

	Item	Page
Identify the subject on a catalog card (II.C.3.d.)	29	9
Identify the editor/compiler on a catalog card (II.C.3.e.)	30	10
Identify the publisher on a catalog card (II.C.3.g.)	31-34	10
Identify the producer on a catalog card (II.C.3.h.)	35	11
Identify the copyright date on a catalog card (II.C.3.i.)	36-39	11
Identify the annotation on a catalog card (II.C.3.m.)	40-41	12
Differentiate between author, title, and subject card (II.C.4.)	42-44	12
Determine whether information given in a particular question is the author, title, or subject (II.C.5.)	45-47	13
Identify subjects related to the one being researched (II.C.7.)	48-50	13-14
Identify various kinds of materials, using the media code above the call number (II.C.9.)	51-54	14-15
Use public library catalogs for children's materials (II.C.12.)	55-64	15-17

SKILL CLUSTER: GENERAL REFERENCE SKILLS

The student will:

Determine the purpose and content of dictionaries (II.D.2.a.)	65	18
Determine the purpose and content of encyclopedias (II.D.2.b.)	66	18
Determine the purpose and content of almanacs (II.D.2.c.)	67	18
Determine the purpose and content of atlases (II.D.2.d.)	68	18
Determine the most appropriate reference for a particular purpose (II.D.3.)	69-74	19-20
Locate information arranged in alphabetical order (II.D.9.a.)	75-76	20

SKILL CLUSTER: DICTIONARIES

The student will:

Use guide words to locate the appropriate page for a given entry word (II.E.2.)	77-79	20-21
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	Item	Page
Distinguish between the content of an abridged and an unabridged dictionary (II.E.5.)	80	21
Distinguish between the content of a general and a special dictionary (II.E.6.)	81	21
Interpret information in dictionary entries in an advanced dictionary (II.E.7.d.)	82-84	22

SKILL CLUSTER: ENCYCLOPEDIAS

The student will:

Interpret information in the index entry (II.F.7.)	85-86	22-23
Use cross references such as "See" and "See also" (II.F.13.)	87-88	23
Use study aids at the end of article (II.F.15.)	89-90	23-24
Distinguish between a main heading and a subheading (II.F.14.)	91-92	24

SKILL CLUSTER: ALMANACS

The student will use the index to locate specific information (II.G.3.)	93-95	24-25
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SKILL CLUSTER: ATLASES

The student will:

Locate and decode symbols used (II.H.1.)	98-101	26
Identify coordinates and page numbers in index (II.H.4.)	96-97	25
Use coordinates to locate a specific place (II.H.5.)	102-104	27

SKILL CLUSTER: NEWSPAPERS, MAGAZINES, AND PERIODICAL INDEXES

The student will:

Use the <i>Subject Guide to Children's Magazines</i> to locate specific articles (II.K.1.a.)	105-109	27-28
Use the <i>National Geographic Index</i> to locate specific articles (II.K.1.b.)	112-116	29-30
Decode symbols and abbreviations in entries (II.K.3.)	110-111	29

DIRECTIONS TO MEDIA SPECIALISTS FOR THE ADMINISTRATION OF THE CRITERION REFERENCED INVENTORY GRADE SEVEN

The Criterion Referenced Inventory is to be administered to students entering the seventh grade. It is designed to assist media specialists in planning instructional units for students who have not yet acquired those skills designated for mastery by Grade Six. The performance objectives covered are those determined to be "key" in terms of students' overall reference skills. These performance objectives were selected from those objectives included in the Criterion Referenced Assessment Bank — Grade Six.

Duplicate the number of answer sheets necessary for those students who will be taking the test.

Give each student an item booklet, an illustration booklet, and an answer sheet. Directions provided in the Inventory booklet will indicate to the student which illustrations are to be used.

A sufficient amount of time should be allowed for students to answer questions at their own pace. Several sessions may be required.

Use the answer key to correct student answer sheets.

CRITERION REFERENCED INVENTORY — GRADE SEVEN

1. What information is given by the call number of a fiction book?
 - a) Type of book and title
 - b) Type of book and author
 - c) Type of book and publisher
 - d) Type of book and producer
2. What information is given by the call number of a **nonfiction** book?
 - a) Copyright and title
 - b) Copyright and author
 - c) Classification and title
 - d) Classification and author
3. What information is given in this call number?

KIT
398
CAR

 - a) Author's name, number of pages, first three letters of the title
 - b) Type of material, Dewey classification number, first three letters of the author's last name
 - c) Author's name, copyright date, first three letters of the title
 - d) Type of material, copyright date, first three letters of the author's last name
4. The copyright date is used to indicate which of the following?
 - a) Date of submission of the book to the publisher
 - b) Date of registration of the book with the proper authorities
 - c) Date of completion of the book by the author
 - d) Date of purchase of the book by the library/media center

5. The table of contents is used to indicate which of the following?
- a) The order of chapter titles and the subjects in the index
 - b) The order of chapter titles and their page numbers
 - c) The order of the illustrations and their illustration numbers
 - d) The order in which the author's previous works appeared in print
6. Which of these would you use to find the page number of a specific subject or person listed in the book?
- a) Appendix
 - b) Foreword
 - c) Bibliography
 - d) Index
7. What part of a book would you use to find an alphabetical listing of words with their definitions?
- a) Index
 - b) Bibliography
 - c) Glossary
 - d) Appendix
8. What part of a book would provide you with a list of references on a subject?
- a) Appendix
 - b) Bibliography
 - c) Preface
 - d) Title page

9. Which of these would probably be found in the **fiction** rather than in the **nonfiction** section?
- a) A collection of short stories about a boy detective
 - b) A series of homemade experiments with water
 - c) The directions for building a doll house
 - d) A collection of poems about animals
10. Which of these would probably be found in the **nonfiction** rather than in the **fiction** section?
- a) A description of a trip in a time machine
 - b) The biography of a 300-year-old woman
 - c) The discovery of a mythical continent
 - d) An astronaut's account of a trip to the moon

TO ANSWER QUESTION 11, USE ILLUSTRATION 1: PAGE SAMPLES.

11. Which sample represents the most recent material?
- a) 1
 - b) 2
 - c) 3
 - d) 4
12. What is the vertical file?
- a) A collection of books written about things that have really happened
 - b) A collection of models, filmstrips, and transparencies on a variety of topics
 - c) A collection of books and magazines written about many different subjects
 - d) A collection of pamphlets, booklets, charts, and pictures about different topics

TO ANSWER QUESTIONS 13 THROUGH 16, USE ILLUSTRATION 2: CARD CATALOG OUTSIDE GUIDES.

13. In which drawer of this card catalog would you find a listing of materials on model railroads?
- a) Ma-Mi
 - b) Mj-Mz
 - c) Q-Re
 - d) Rf-Rz
14. In which drawer of this card catalog would you find a listing of books on the migration of birds?
- a) Ba-Bi
 - b) Bj-Bz
 - c) Ma-Mi
 - d) Mj-Mz
15. In which drawer would you find the name of the author of *The White Mountains*?
- a) Ma-Mi
 - b) Mj-Mz
 - c) T
 - d) W, X, Y, Z
16. In which drawer would you look to find out whether the library had any kits on energy?
- a) D
 - b) E-F
 - c) I, J, K
 - d) L

TO ANSWER QUESTIONS 17 THROUGH 19, USE ILLUSTRATION 3: CARD CATALOG INSIDE GUIDES.

17. **Between** which two guide cards will you find books about magic?
- a) MACHINES and MAGNETS
 - b) MAGNETS and MAPPING
 - c) MAPPING and MOLECULE
 - d) MOLECULE and MYTHS
18. **Before** which guide card would you locate books about map making?
- a) MAGNETS
 - b) MAPPING
 - c) MOLECULE
 - d) MACHINES
19. **After** which guide card would you find the names of books written by Mildred Myrick?
- a) MAGNETS
 - b) MAPPING
 - c) MOLECULE
 - d) MYTHS
20. What is the purpose of the media center card catalog?
- a) To show who has taken materials out of the media center
 - b) To show which materials have been taken out of the media center
 - c) To show all of the materials owned by the media center
 - d) To show materials which are to be used only in the media center

TO ANSWER QUESTIONS 21 THROUGH 44, USE ILLUSTRATION 4: CATALOG CARDS.

21. What is the call number on card 3?

- a) 1972
- b) Kit 917.3 AME
- c) 5fs, 9 prints
- d) 5 phonodiscs

22. What is the call number of card 4?

- a) 1970
- b) 338p.
- c) 11-2
- d) none of the above

23. Who is the author listed on card 1?

- a) Mrs. Frisby
- b) Robert O'Brien
- c) Zena Bernstein
- d) none listed

24. Who is the author listed on card 3?

- a) Foreign Population
- b) Minorities
- c) New Americans
- d) none listed

25. Who is the author listed on card 2?

- a) Vera Foster Rollo
- b) Maryland Historical Press
- c) Geography of Maryland
- d) none of the above

26. What is the title on card 1?

- a) *Mice Stories*
- b) *Rat Stories*
- c) *An Owl's Suggestion*
- d) none of the above

27. What is the title on card 2?

- a) *Maryland*
- b) *Ask Me! About Maryland*
- c) *Maryland Historical Press*
- d) none of the above

28. What is the title on card 4?

- a) *An Anthology of Poems, Limericks and Nonsense Verses*
- b) *The Illustrated Treasury of Poetry for Children*
- c) *About Nature, Music, Animals, Love and Other Topics*
- d) none of the above

29. What is the subject listed on card 2?

- a) Geography
- b) Maryland
- c) Rollo
- d) none of the above

30. Which of the four cards lists a compiler?

- a) 1
- b) 2
- c) 3
- d) 4

31. Who is the publisher listed on card 1?

- a) NIMH
- b) Atheneum
- c) Bernstein
- d) none of the above

32. Who is the publisher listed on card 2?

- a) Rollo Vera Foster
- b) Geography of Maryland
- c) Maryland Historical Press
- d) Ask Me About Maryland

33. Who is the publisher listed on card 3?

- a) Foreign population
- b) Minorities analytics
- c) Black Americans
- d) none of the above

34. Who is the publisher listed on card 4?

- a) Grosset
- b) British
- c) American
- d) none of the above

35. Who is listed as the producer on card 3?
- a) Mexican Americans
 - b) Foreign Population
 - c) Field Educ.
 - d) none of the above
36. When was the material on card 1 copyrighted?
- a) jFic
 - b) 233p.
 - c) 1971
 - d) none of the above
37. When was the material on card 2 copyrighted?
- a) 3-3
 - b) 1917
 - c) 1966
 - d) none of the above
38. When was the material on card 3 copyrighted?
- a) 5fs
 - b) 1917
 - c) 1972
 - d) none of the above
39. When was the material on card 4 copyrighted?
- a) 11-2
 - b) 338p.
 - c) 821.08
 - d) none of the above

40. Which cards have annotations?

- a) 1 and 2
- b) 1 and 3
- c) 1 and 4
- d) none of the above

41. What card mentions an owl?

- a) 1
- b) 2
- c) 3
- d) 4

42. Which card is an author card?

- a) 1
- b) 2
- c) 3
- d) 4

43. Which card is a title card?

- a) 1
- b) 2
- c) 3
- d) 4

44. Which cards are subject cards?

- a) 1 and 2
- b) 1 and 3
- c) 2 and 3
- d) 3 and 4

45. Which of these questions could best be answered by finding a title card in the card catalog?
- a) How many books in the media center are written by Nina Bawden?
 - b) Who is the author of *Bristle Face*?
 - c) How can I take care of a garter snake I just caught?
 - d) Does the media center have any books about archaeology?
46. Which of these questions could best be answered by finding an author card?
- a) Do we have the book *The Summer of the Swans*?
 - b) What is the name of a book written by Jean George?
 - c) Do we have any books about wolves?
 - d) What is the copyright date of *Julie of the Wolves*?
47. Which of these questions could best be answered by finding a subject card?
- a) Do we have any books about dinosaurs?
 - b) Did Herbert Zim write a book about dinosaurs?
 - c) Who is the author of *All About Dinosaurs*?
 - d) Who is the publisher of *Dinosaur Hunt*?

TO ANSWER QUESTIONS 48 THROUGH 50, USE ILLUSTRATION 5: CATALOG CARDS.

48. What topic in sample card 1 is suggested as an additional source of information on atomic energy?
- a) NUCLEAR ENERGY
 - b) NUCLEAR ENGINEERING
 - c) NUCLEAR POWER
 - d) ATOMIC REACTORS

49. Which of these topics in sample card 3 would contain additional information on space vehicles?

- a) space travel
- b) planets — exploration
- c) interplanetary travel
- d) outer space — exploration

50. Which of these topics in sample card 2 is not suggested to find additional information on astronomy?

- a) ECLIPSES
- b) SOLAR SYSTEM
- c) TELESCOPE
- d) TIDES

TO ANSWER QUESTIONS 51 THROUGH 54, USE ILLUSTRATION 6: CATALOG CARDS.

51. What kind of material is represented by card 1?

- a) Chart
- b) Filmstrip
- c) Game
- d) Record

52. What kind of material is represented by card 3?

- a) Filmloop
- b) Kit
- c) Magazine
- d) Record

53. What kind of material is represented by card 2?

- a) Book
- b) Filmloop
- c) Game
- d) Model

54. What kind of material is represented by card 4?

- a) Book
- b) Filmloop
- c) Kit
- d) Model

TO ANSWER QUESTIONS 55 THROUGH 57, USE ILLUSTRATION 7: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* — AUTHOR SECTION OF *TITLES-AUTHORS*.

55. How many different titles by George MacDonald are listed in this sample?

- a) three
- b) four
- c) five
- d) six

56. What is the call number of *Moon Pictures* by Selve Maas?

- a) J667
- b) J398.2
- c) A1971
- d) J759.06

57. Which of the following titles in the Montgomery County Public Libraries was **not** written by David Macaulay?

- a) *Cathedral, The Story of Its Construction*
- b) *City, A Story of Roman Planning and Construction*
- c) *Pyramid*
- d) *Noah's Journey*

TO ANSWER QUESTIONS 58 THROUGH 61, USE ILLUSTRATION 8: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG* — TITLE SECTION OF *TITLES-AUTHORS*.

58. How many branches of the Montgomery County Public Libraries have copies of *The Grey King*?

- a) fourteen
- b) seventeen
- c) nineteen
- d) none of the above

59. Under what other title will you look to find out what branches have *Grillos y Ranas*?

- a) *Griffin and the Minor Canon*
- b) *Story of Grittir the Strong*
- c) *Grimm's Fairy Tales*
- d) *Crickets and Frogs*

60. What is the call number of *Green Is For Growing*?

- a) J580
- b) J598.13
- c) J821
- d) Fiction

61. In what other form is *Grimm's Fairy Tales* available from the public library?

- a) Record
- b) Cassette
- c) Filmstrip
- d) Filmloop

TO ANSWER QUESTIONS 62 THROUGH 64, USE ILLUSTRATION 9: MONTGOMERY COUNTY PUBLIC LIBRARIES *CHILDREN'S BOOK CATALOG — SUBJECTS*.

62. Under what other topics would you find information about Marine Fauna?

- a) Aquarium
- b) Plankton
- c) Bridges
- d) Oceans

63. How many different books does the Montgomery County Public Libraries have on map making?

- a) one
- b) two
- c) three
- d) four

64. How many branches of the Montgomery County Public Libraries have copies of Erwin Raisz's *Mapping the World*?

- a) fourteen
- b) eighteen
- c) nineteen
- d) twenty

65. Which of these is the correct description of a dictionary?

- a) A book containing words and their meanings, arranged in alphabetical order
- b) A book of articles, arranged in alphabetical order by subject
- c) A book published yearly as a history of a particular group
- d) A book of maps with descriptive text, arranged in alphabetical order

66. Which of these is the correct description of an encyclopedia?

- a) A book containing only names of places, with geographical and historical information and pronunciations, arranged alphabetically
- b) A book containing articles, usually arranged in alphabetical order by subject, on all branches of knowledge
- c) A book with physical, political, and special maps arranged in alphabetical order
- d) A book containing current statistical information, charts, tables, graphs, calendars, and general information

67. Which of these is the correct description of an almanac?

- a) A book of short biographies of famous people, arranged alphabetically by last name
- b) A book containing current statistical information, tables, charts, and general information
- c) A book of maps, including descriptive text, arranged in chronological order
- d) A book published yearly as a report of the activities of a group

68. Which of these is the correct description of an atlas?

- a) A book containing articles, by subject, on all branches of knowledge
- b) A book containing current statistical information, tables, charts, and general information
- c) A book of maps, including descriptive text, arranged in geographical order
- d) A book containing words and their meanings, arranged in alphabetical order

69. Where would you find several definitions for **rune**?
- a) *Goode's World Atlas*
 - b) *Roget's Thesaurus*
 - c) *Current Biographies*
 - d) *Macmillan School Dictionary*
70. Where would you find information about Baltimore, Maryland, including its location, history, and population figures?
- a) *Webster's Geographical Dictionary*
 - b) *Webster's Biographical Dictionary*
 - c) *Webster's Unabridged Dictionary*
 - d) *Webster's Dictionary of Proper Names*
71. Where would you find the correct pronunciation of **Iroquois**?
- a) *American Facts and Dates*
 - b) *American Book of Days*
 - c) *American Heritage Dictionary*
 - d) *American Biographies*
72. What reference source would you use to plan an automobile trip across the United States?
- a) *Rand McNally World Atlas*
 - b) *Rand McNally Atlas of the United States*
 - c) *Webster's Geographical Dictionary*
 - d) *The Look-It-Up Book of the Fifty States*
73. Where would you find information on the life of Harriet Tubman?
- a) *Famous First Facts*
 - b) *Standard Dictionary of Folklore*
 - c) *World Book Encyclopedia*
 - d) *Bartlett's Familiar Quotations*

74. What reference source would you use to chart the locations of the endangered species of the world?
- a) *Information Please Almanac*
 - b) *Webster's Dictionary of Synonyms*
 - c) *World Book Dictionary*
 - d) *Wild Animals of North America*

TO ANSWER QUESTIONS 75 AND 76, USE ILLUSTRATION 10: CASSELL'S SPANISH-ENGLISH DICTIONARY.

75. What word follows directly after **barbaza**?

- a) **barbarote**
- b) **barbear**
- c) **barbechada**
- d) **barbechar**

76. How many words begin with the letters **b a r b a** ?

- a) 7
- b) 14
- c) 21
- d) 28

77. Listed below are guide words from a dictionary. Between which guide words would you find the word **quinine**?

- a) **quarrelsome — quebracho**
- b) **queen — quicklime**
- c) **quickly — quiver**
- d) **quiz — quotient**

78. If the guide words in a dictionary are **Lake Forest — lampoon**, which of these would **not** be found on that page?
- a) **Lake Michigan**
 - b) **Lake Huron**
 - c) **Lake Superior**
 - d) **Lake Erie**
79. If the guide words are **floodgate — flow**, which of these would **not** be found on that page?
- a) **flop**
 - b) **flower**
 - c) **flout**
 - d) **floor**
80. What is the **major** difference between an abridged and an unabridged dictionary?
- a) Size of type
 - b) Subjects covered
 - c) Publication date
 - d) Number of entries
81. What is the **major** difference between a general dictionary and a special dictionary?
- a) Publisher
 - b) Subjects covered
 - c) Number of pages
 - d) Length of entries

TO ANSWER QUESTIONS 82 THROUGH 84, USE ILLUSTRATION 11: *WEBSTER'S NEW STUDENTS DICTIONARY*.

82. What is a synonym for the word **skulk**?
- a) skoal
 - b) skua
 - c) skulker
 - d) slink
83. Which is the correct pronunciation of the word **skull-cap**?
- a) 'skull-kap
 - b) 'skəl-kap
 - c) 'skull-çap
 - d) 'skəl-çap
84. What is a correct definition of the word **skirr** as a verb?
- a) A light bounding step
 - b) The high shrill sound of a bagpipe
 - c) To leave hurriedly
 - d) Any of several small leaping insects

TO ANSWER QUESTIONS 85 THROUGH 88, USE ILLUSTRATION 12: *THE WORLD BOOK ENCYCLOPEDIA RESEARCH GUIDE/INDEX*.

85. How many entries are listed under the topic Solar Furnace?
- a) one
 - b) two
 - c) three
 - d) four

86. In which volumes will you find information on the solar year?

- a) *S* and *Y*
- b) *T* and *So*
- c) *C*, *L*, and *Y*
- d) *So*, *Ci*, and *D*

87. To what other location are you referred by the index for additional information on the solar system?

- a) Bibliography
- b) Galaxy
- c) Solar plexus
- d) Related articles

88. To what other topic are you referred when looking up Solar Battery?

- a) Solar cell
- b) Solar power
- c) Solar electricity
- d) Solar watch

TO ANSWER QUESTIONS 89 AND 90, USE ILLUSTRATION 13: *THE WORLD BOOK ENCYCLOPEDIA*.

89. What article would **not** contain related information about ancient Egypt?

- a) Animal Worship
- b) Asp
- c) Scarab
- d) Temple

90. Which of these biographies would contain additional information about ancient Egypt?
- a) Piankhi
 - b) Ramses II
 - c) Hatshepsut
 - d) Amenemhet III

TO ANSWER QUESTIONS 91 AND 92, USE ILLUSTRATION 14: *THE WORLD BOOK ENCYCLOPEDIA*.

91. Which of these is the **main heading** of this encyclopedia article?
- a) Egypt, Education
 - b) Religion
 - c) The Arts
 - d) Egypt, Ancient
92. Which **subheading** would provide information about ancient Egyptian schools?
- a) The Arts
 - b) Religion
 - c) Education
 - d) Literature

TO ANSWER QUESTIONS 93 THROUGH 95, USE ILLUSTRATION 15: *THE WORLD ALMANAC AND BOOK OF FACTS*.

93. On what page(s) will you find information on Lake McKinley?
- a) 296-303
 - b) 440
 - c) 449
 - d) information not given

94. On what page(s) will you find the origin of the name of Maryland?

- a) 95
- b) 460
- c) 686-687
- d) information not given

95. On which page(s) will you find information on U.S. aid to Mali?

- a) 558, 729
- b) 603
- c) 602
- d) information not given

TO ANSWER QUESTIONS 96 AND 97, USE ILLUSTRATION 16: *GOODE'S WORLD ATLAS*.

96. On what page will you locate a map of Graham, Texas (Tx.)?

- a) 90
- b) 112
- c) 116
- d) information not given

97. What are the coordinates for the North Fork of the Grand River (R)?

- a) 39°50 N 93°52 W
- b) 45°40 N 101°55 W
- c) 45°52 N 102°49 W
- d) information not given

TO ANSWER QUESTIONS 98 THROUGH 101, USE ILLUSTRATION 17: *GOODE'S WORLD ATLAS*.

98. Which of these minerals is **not** found in the continent shown?
- a) Gold
 - b) Diamonds
 - c) Coal
 - d) Zinc
99. ☐ is the symbol for which of these?
- a) Iron ore
 - b) Tin
 - c) Cobalt
 - d) Phosphate rock
100. Most of the northern part of this continent is used for what purpose?
- a) Nomadic herding
 - b) Livestock ranching
 - c) Tropical forest
 - d) Industrial areas
101. What type of information is **not** presented in this map?
- a) Natural resources
 - b) Agriculture
 - c) Industrial areas
 - d) Population

TO ANSWER QUESTIONS 102 THROUGH 104, USE ILLUSTRATION 18: *HAMMOND WORLD ATLAS*.

102. What are the coordinates of Frostburg?

- a) A1
- b) B2
- c) C2
- d) D1

103. What city is located along 78° longitude?

- a) Cumberland
- b) Martinsburg
- c) Meyersdale
- d) Flintstone

104. What mountain chain has the coordinates A3?

- a) Meadow
- b) Green
- c) Allegheny
- d) Backbone

TO ANSWER QUESTIONS 105 THROUGH 109, USE ILLUSTRATION 19: *SUBJECT INDEX TO CHILDREN'S MAGAZINES (INDEX)*.

105. How many articles are listed under *ECLIPSES*?

- a) one
- b) two
- c) three
- d) four

106. How many articles are about Albert Einstein?
- a) one
 - b) two
 - c) three
 - d) four
107. What other topic should you look under for articles about ancient Egypt?
- a) Middle East
 - b) Pyramids
 - c) Mummies
 - d) The Nile
108. In what issue of *Model Airplane News* would you find "Engine Review Round-up"?
- a) March 1979
 - b) March 1978
 - c) May 1979
 - d) May 1978
109. Under what heading would you locate articles about the energy crisis?
- a) Conservation of Energy
 - b) Conservation of Resources
 - c) Energy Crunch
 - d) Saving Energy

TO ANSWER QUESTIONS 110 AND 111, USE ILLUSTRATION 19: *SUBJECT INDEX TO CHILDREN'S MAGAZINES* (ABBREVIATIONS AND INDEX).

110. In what magazine will you find the article "Birth of the Earth"?

- a) *Science World*
- b) *News Explorer*
- c) *Pictorial Education*
- d) *National Geographic Magazine*

111. In what magazine will you find the article "The Meaning of Dreaming"?

- a) *Children's Digest*
- b) *Child Delight*
- c) *Child Life*
- d) *Children's Playmate*

TO ANSWER QUESTIONS 112 THROUGH 116, USE ILLUSTRATION 20: *NATIONAL GEOGRAPHIC INDEX*.

112. Who is the author of the article on mammals called "Orphans of the Wild"?

- a) Wanda Burnett
- b) Thomas Garner James
- c) Bruce G. Kinloch
- d) no author listed

113. Which article about Mali would be found in the March 1972 issue of the *National Geographic Magazine*?

- a) "Foxes Foretell the Future in Mali's Dogon Country"
- b) "Freedom Speaks French in Ouagadougou"
- c) "The Niger: River of Sorrow, River of Hope"
- d) none of the above

114. Louis Malle was the photographer for which of these articles?
- a) "Calypso Explores for Underwater Oil"
 - b) "The Maligned Coyote"
 - c) "Democracy's Fortress: Unsinkable Malta"
 - d) none of the above
115. What are the contents of the article on mammals called "The Wild Animals in My Life"?
- a) Cloud Rat, Flying Lemur, Tarsier, Tree Shrew
 - b) Animals of the National Zoological Park
 - c) Homo Habilis, Kenyapithecus, Proconsul, Zinjanthropus
 - d) Wildlife of the Everglades National Park
116. In which issue would you find "The Maligned Coyote"?
- a) August 1955
 - b) August 1966
 - c) August 1974
 - d) August 1975

Criterion Referenced Inventory

GRADE

7

ILLUSTRATIONS

Department of Instructional Resources
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

Illustration 1. PAGE SAMPLES

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1

2

3

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ISBN 0-7166-0579-1

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Sample 4

ROCKS AND MINERALS

FAMOUS GENERALS

MERIT STUDENTS ENCYCLOPEDIA

SCIENCE YEAR, THE WORLD BOOK SCIENCE ANNUAL

40

SEP 2 1980

①

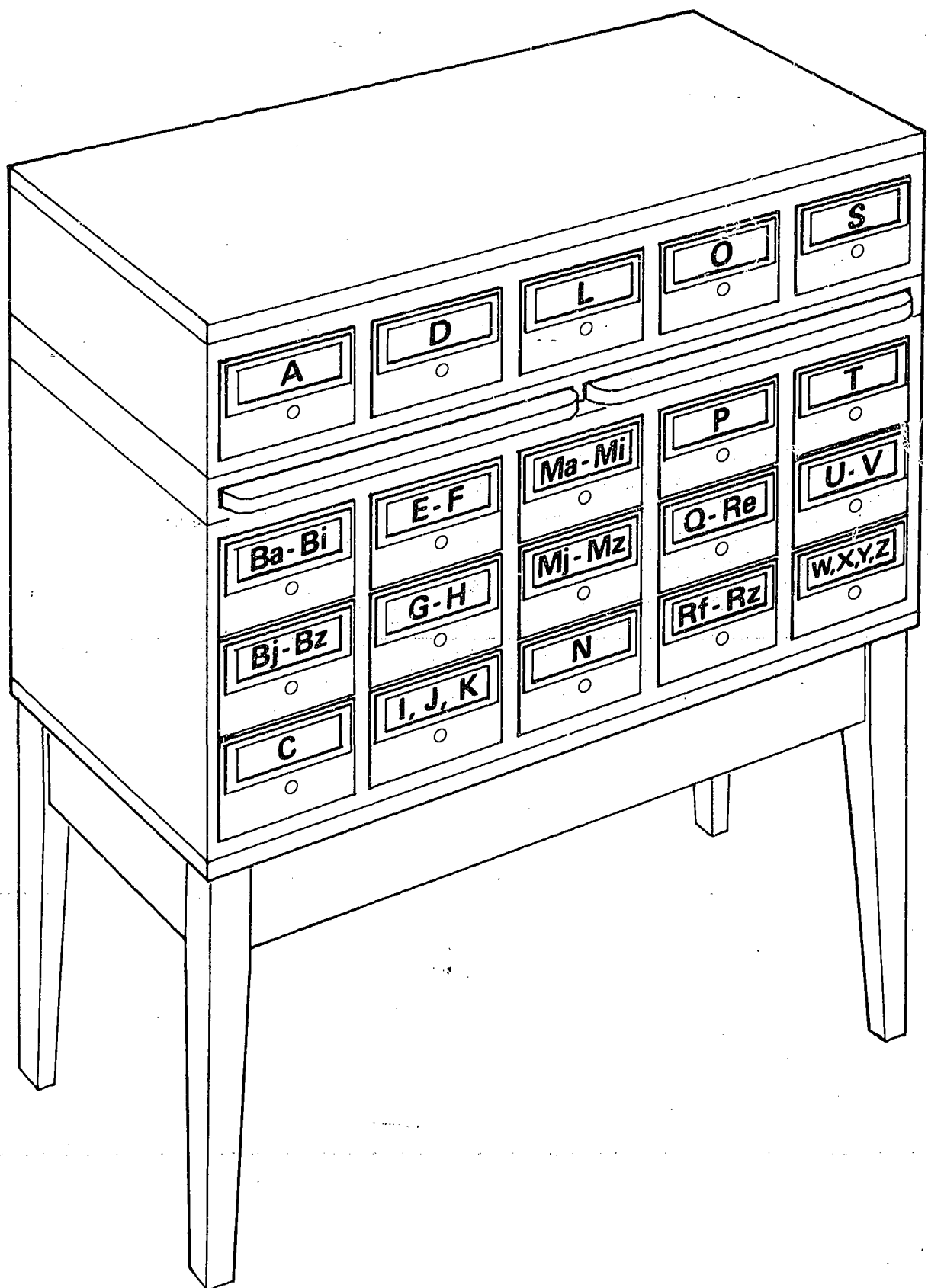


Illustration 3. CARD CATALOG INSIDE GUIDES

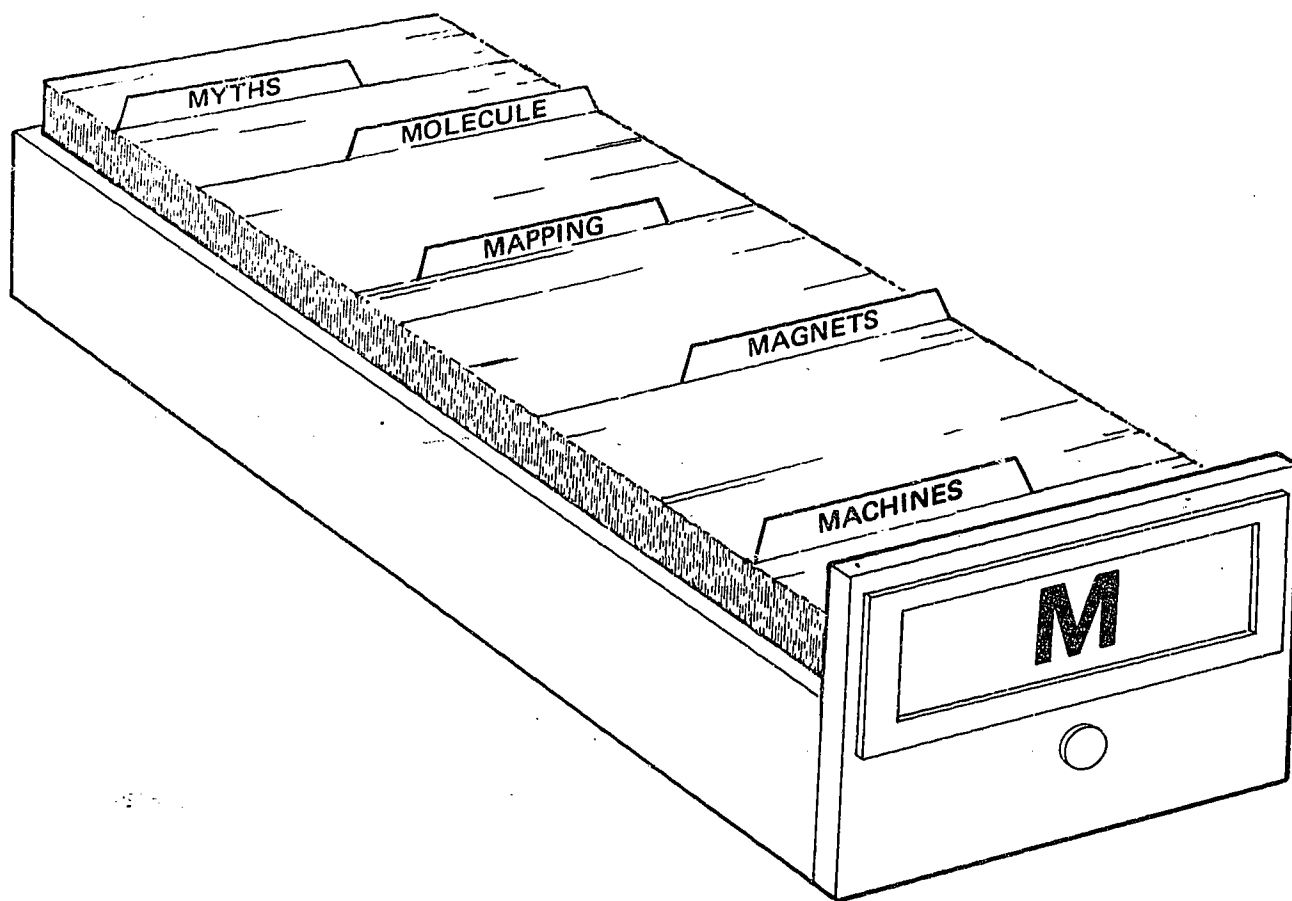


Illustration 4. CATALOG CARDS

F
O

O'Brien, Robert C
Mrs Frisby and the rats of NIMH; illus. by Zena Bernstein. Atheneum 1971
233p illus

Sample Card 1

Mrs Frisby, a recently widowed mouse, faced a serious problem and had no one to turn to for help. At an owl's suggestion, she visited a group of rats known for doing strange things. This story tells of her discovery of the truth about them and also about her dead husband. (Publisher)

1 Mice—Stories 2 Rats—Stories

1 Title

jFic

MARYLAND

917.52
ROL

Rollo, Vera Foster
Ask me! About Maryland; a geography of Maryland. Maryland Historical Press 1966
68p.

Sample Card 2

1 Maryland 1 Title

3-3

MINORITIES

Kit
917.3
AME

The American adventure. Field Educ. 1972
5fs., 9 prints, and 5 phonodiscs

With teacher's manual.
Contents.— New Americans.— German-Americans.—
Italian-Americans.— Mexican-Americans.—
Black Americans.

1 U.S. - Foreign population 2 Minorities
1 Title analytics

9-3

Sample Card 3

The illustrated treasury of poetry for children

821.08
ROS

Ross, David, comp.
The illustrated treasury of poetry for children. Grosset 1970
338p.

An anthology of poems, limericks, and nonsense verses by British and American writers about nature, music, animals, love and other topics.

1 Poetry - Collections 1 Title

11-2

Sample Card 4

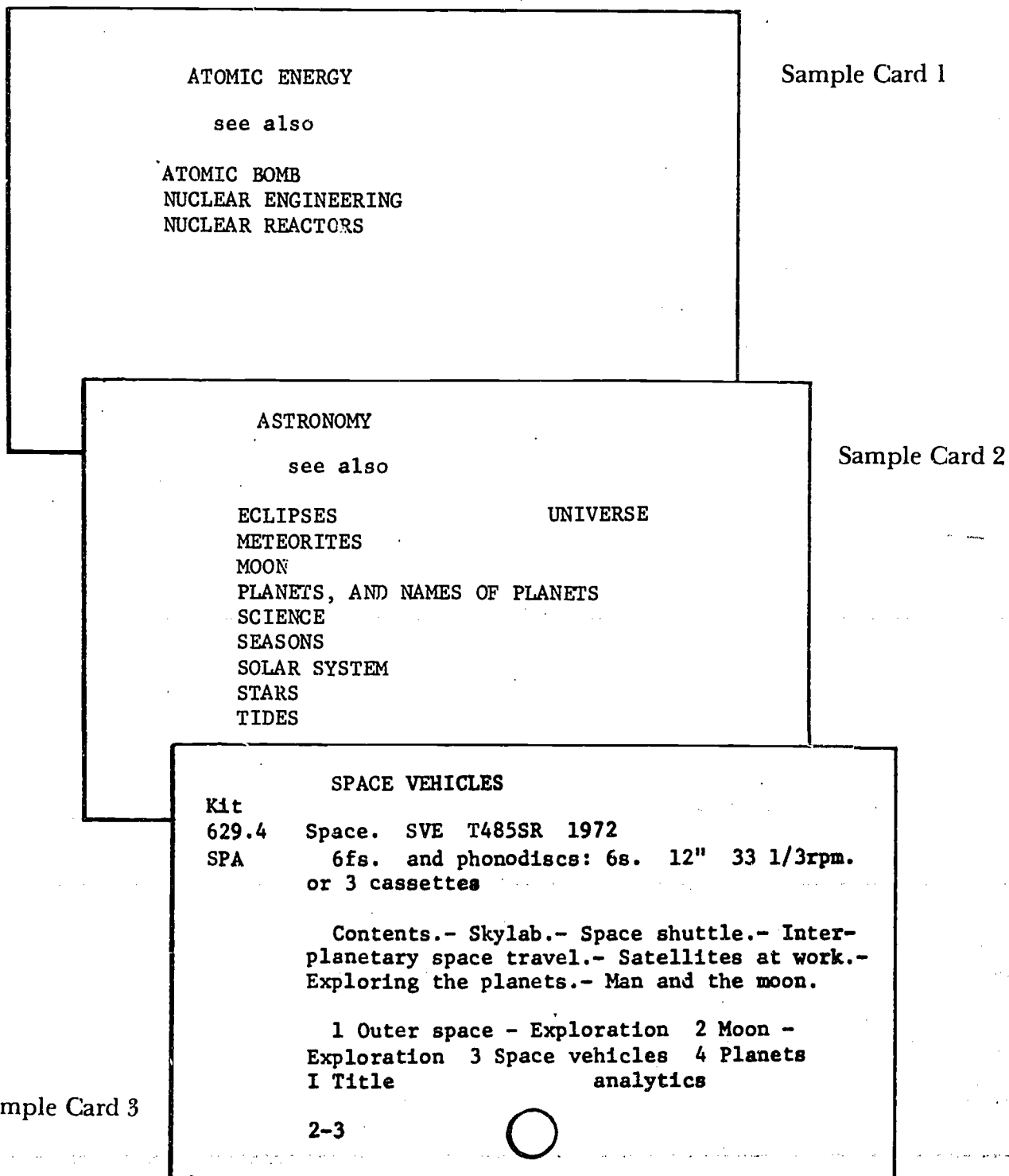


Illustration 6. CATALOG CARDS

Filmstrip
353.9752
GOV

The Governor. Free State Media 1004
21fr. color
With teacher's guide.

Points out the requirements for and
duties of the Governor of Maryland.

1 Maryland - Politics and government
2 Governors

11-2

Sample Card 1

Film loop
593
AMO

Amoeba. Univ. Educ. and Visual Arts 4056
3½ min color

Illustrates the structure and activities
of a representative amoeba in sufficient
detail so they can be clearly observed,
interpreted, and understood.

1 Cells 2 Protozoa

Sample Card 2

Record

398.2 Fairy tale favorites. CMS Records CMS 593,
FAI 595, 632
s. 12" 33 1/3rpm. or cassettes

Told by Mary Strang.
Notes on each slipcase.

1 Fairy tales 2 Folklore

Sample Card 3

2-2

METRIC SYSTEM

Kit
389
INT

Introducing the metric system. Natl.
Geographic Society 1977
3fs. color and 3 cassettes

With teacher's guides.
Contents: Length - Weight - Volume and
temperature.

Sample Card 4

1 Metric system. 2 Weights and measures.
I National Geographic Society.

9-7

KT2-0013810

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TEEN-AGE GUIDE TO HEALTHY SKIN AND HAIR, BY I. I. LUBOWE AND B. HUSS. 20 ED. OUTTON, 1972.
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A B BK CH O OM F G K LB P RV S SH T W WO J595.7
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CHILDS FIRST BOOKS, A CRITICAL STUDY OF PICTURES AND TEXTS, BY O. MACCANN AND O. RICHARD. WILSON, 1973.
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MRS. PIGGLE-WIGGLE'S MAGIC. LIPPINCOTT, 1957.
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A B BK C CH O OM F G K LB LF N P RV S SH T W WO J796
- GREAT MOMENTS IN PRO FOOTBALL, COMP. BY Z. HOLLANDER
A B BK CH O G K LB LF N S T W J796.33
- GREAT MYSTIC ... THAT'S YOU, BY L. B. WHITE
A B C CH O G N T W WO J793.8
- GREAT NORTHERN, BY A. RANSOME
CH N S FICTION
- GREAT NUTRITION PUZZLE, BY O. CALLAHAN AND A. S. PAYNE
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B F LF P S T W P
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SEE MIDWEST AND GREAT PLAINS, ED. BY W. HAVIGHURST J917.7
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A B BK CH OM G K LB RV T W WO J796.32
- GREAT RUNNING BACKS, BY G. SULLIVAN
A B BK CH O CM G K LB LF N RV S T W WO J796.33
- GREAT SHIP VASA, BY G. FRANZEN
A B CH O F G LB LF N P RV S T W WO J627.703
- GREAT STRUCTURES OF THE WORLD, BY H. A. AND M. C. KLEIN.
A B CH O G K LB LF N S T W WO J720.9
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- GREAT TALES OF MYSTERY AND ADVENTURE, BY R. L. STEVENSON
A B BK C CH O F G K LB LF N RV S SH T W WO FICTION
- GREAT TEAMS OF PRO BASKETBALL, BY L. SABIN
A B BK O F G K LB LF N P RV S T W WO J796.32
- GREAT THIRST, BY J. SEED
B C O K T FICTION
- GREAT TRAINS OF THE WORLD, BY W. BLASSINGAME
A B CH O OM F G K LB LF P RV SH T W WO J625.1
- GREAT UPON THE MOUNTAIN, BY V. BROWN
A C CH O JB C911
- GREAT UPSETS OF THE NFL, BY R. KAPLAN
A B BK CH O CM F G K LB LF N RV S T W WO J796.33
- GREAT WHALES, BY P. LAUBER
CM J599.5
- GREAT WHALES, BY H. S. ZIM
A B BK CH C F G K LB LF N P RV S SH T W WO J599.5
- GREAT WHEEL, BY R. LAWSON
A B BK CH O F G K LF N RV S SH W WO FICTION
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barato

barato, -ta, *a.* cheap, low-priced; easy. — *n.m.* bargain or reduction sale; money given by winning gamblers; *cobrar el barato*, to dominate over; *dar de barato*, to admit for the sake of argument; *echar or meter a barato*, to confuse, interrupt (a speaker); *lo barato es caro*, cheap things are dear in the long run. — *adv.* cheaply; *de barato*, gratuitously, without interest.

báratro, *n.m.* (poet.) hell; (*Bibl.*) Sheol; abyss.

baratura, *n.f.* cheapness, little value.

baraúnda, *n.f.* noise, hurly-burly, confusion.

baraustado, -da, *a.* aimed, pointed; (*slang*) stabbed to death. — *p.p.* [BARAUSTAR].

baraustador, *n.m.* (*slang*) dagger.

baraustar, *v.t.* to aim, point; to ward off, deflect (blow).

barba, *n.f.* chin; beard; shave, shaving; goat's whiskers; first swarm of bees; top of a beehive; wattle. — *n.m.* player who takes old men's parts; *barba cerrada*, thick strong beard; *barbas de chivo or de macho*, (*coll.*) pointed beard; man having such a beard; *barbas de zamorro*, heavy curly beard; *a barba regada*, very abundantly; *andar con la barba por el suelo*, to be very old, decrepit; *andar, estar con, traer la barba sobre el hombro*, to be on the alert, cautious; *llevar de la barba*, to rule, domineer; to lead by the nose; *tirarse, pelarse (de) las barbas*, to fly into a rage; *temblarle a uno la barba*, to be afraid; *tener una mujer buenas barbas*, to be a good-looking woman; *tentarse la barba*, to stroke one's beard; *mentir por la barba*, to tell a barefaced lie; *barba cabruna*, (*bot.*) yellow goat's beard; *barba de Aarón*, (*bot.*) green dragon arum; *barba a barba*, face to face; *por barba*, per head, apiece; *hacer la barba*, shave; (*coll.*) to annoy, irritate; to flatter; *a poca barba, poca vergüenza*, youth is rash and daring. — *pl. (astron.)* beard (comet); slender roots; fibres; rough edges of paper; vanes of a quill; (*vet.*) ranula; *a la barba, en sus barbas*, in his beard, to his face; *barbas de ballena*, whalebone; *barbas de gallo*, wattle; *barba honrada*, honourable man; *subirse a las barbas*, to show disrespect, to fly in one's face; *tener pocas barbas*, to be young or without experience; *echarlo a las barbas*, to reproach a man with something.

barbacana, *n.f. (mil.)* barbican; churchyard wall; loophole.

barbacoa; barbacuá, *n.f. (Am.)* barbecue.

barbada, *n.f.* lower jaw of a horse; bridle-curb; (*ichth.*) dab, small flatfish.

barbadamente, *adv.* strongly, vigorously.

barbado, -da, *a.* bearded, barbed, barbated.

— *n.m.* full-grown man; vine or tree transplanted; (*bot.*) shoot, sucker; (*slang, zool.*) buck; *plantar de barbado*, to plant a sucker with roots. — *p.p.* [BARBAR].

barbaja, *n.f. (bot.)* cut-leaved viper's-grass. — *pl. (agric.)* first roots of plants.

barbaján, *n.m., a. (Cub., Mex.)* coarse, clumsy, brutish.

barbajuelas, *n.f.pl.* small roots.

barbar, *v.i.* to grow a beard; to rear bees; (*agric.*) to strike root.

barbaramente, *adv.* barbarously, savagely, coarsely, rudely.

barbáricamente, *adv.* like barbarians.

barbárico, -ca, *a.* barbarous, barbarian.

barbilla

barbaridad, *n.f.* barbarity, barbarism, cruelty; (*fig.*) temerity, rashness; rudeness; wild expression or action; lack of breeding; (*coll.*) nonsense; blunder; (*coll.*) great quantity; *comer una barbaridad*, to eat enormously; *¡qué barbaridad!* (*coll.*) what a scandal! how absurd!

barbarie, *n.f. (fig.)* barbarousness, incivility; rusticity; cruelty.

barbarismo, *n.m.* barbarism, barbarousness; (*poet.*) crowd of barbarians.

barbarizar, *v.t. (pret. barbaricé; pres. subj. barbarice)* to barbarize. — *v.i. (fig.)* to make wild statements.

barbaro, -ra, *a.* barbaric, barbarous, barbarian; (*coll.*) fierce, cruel; (*fig.*) rash, reckless; rude, unpolished; (*coll.*) very big. — *n.m.f.* barbarian.

barbarote, -ta, *a. (coll.)* very fierce, cruel; very rude; extremely rude, ill-bred.

barbato, -ta, *a.* having the tail before the nucleus (comets).

barbaza, *n.f.* long beard.

barbear, *v.t.* to reach with the chin; (*Mex.*) to shave; (*Mex.*) to throw down a steer. — *v.i.* to be almost as high (one thing) as (another); *barbear con la pared*, to be nearly as high as the wall; *barbeando*, (*naut.*) lying alongside. — *v.r. (fig.)* to be very stiff with someone.

barbechada, *n.f. (agric.)* ploughing.

barbechar, *v.t. (agric.)* to fallow; to prepare ground for sowing.

barbechera, *n.f.* series of ploughings; act of ploughing; fallowing season.

barbecho, *n.m.* fallow; first ploughing of the ground; ploughed land ready for sowing; *firmar como en un barbecho*, (*coll.*) to sign without due examination or reflection.

barbera, *n.f.* barber's wife.

barbería, *n.f.* barber's shop or trade.

barberil, *a.* pertaining to a barber, barber-like.

barberillo, *n.m.* little barber.

barbero, *n.m.* barber; (*prov.*) net for barbel; (*Mex.*) flatterer, fawner; (*ichth.*) fish of the Caribbean Sea; *ni barbero mudo, ni cantor sesudo*, the barber is as talkative as the actor is improvident.

barbeta, *n.f. (naut.)* gasket; (*artill.*) barrette; *a barbeta*, (*artill., fort.*) en barrette.

barb, *a. (slang)* generous, very good.

barbián, -na, *a. (coll.)* bold, forward; free, easy.

barbiblanco, -ca, *a.* grey or white-bearded.

barbicacho, *n.m.* ribbon tied under the chin.

barbicano, -na, *a.* grey-bearded.

barbicastaño, *a.* with chestnut-coloured beard.

barbiespeso, -sa, *a.* having a thick beard.

barbihecho, -cha, *a.* freshly shaven.

barbijo, *n.m. (Arg. & prov.)* chin-strap; scar on face.

barbilampiño, -ña, *a.* smooth-chinned; with a thin beard.

barbilindo, -da, *a.* well-shaved and trimmed; effeminate and pretty; foppish, dandyish.

barbilucio, -cia, *a.* smooth-faced, pretty, genteel.

barbiluengo, *a.* long-bearded.

barbilla, *n.f.* point of the chin; (*ichth.*) barbel, fleshy filament; (*carp.*) rabbit; (*vet.*) ranula, tumour under the tongue; (*Col.*) man with thin beard.

skin

822

skunk

separated from the body — compare *HIDE* **b**: a sheet of parchment or vellum made from a hide **c**: BOTTLE **1b**
2 a: the external limiting layer of an animal body esp. when forming a tough but flexible cover; *also*: the 2-layered tissue of which this is formed in a vertebrate — compare *DERMIS*, *EPIDERMIS* **b**: an outer or surface layer (as a rind) (a sausage *skin*) (apple *skins*) **3**: the life or physical well-being of a person (made sure to save his *skin*) **4**: a sheathing or casing forming the outside surface of a structure (as a ship or airplane) — *skin-less* \-ləs/ *adj* — *skinned* \-skind/ *adj*
skin *vb* *skinned*; *skin-ning* **1**: to cover or become covered with or as if with skin **2 a**: to strip, scrape, or rub off the skin of (*skin a fruit*) (*skinned his knee*) **b**: to strip or peel off **3 a**: CHEAT, FLEECE **b**: DEFEAT **c**: CENSURE, REPRIMAND **4 a**: to climb or descend (*skin up and down a rope*) **b**: to pass or get by with scant room to spare
skin-deep \-skin-'dēp/ *adj* **1**: as deep as the skin **2**: not thorough or lasting in impression: *SUPERFICIAL*
skin dive *vi*: to swim deep below the surface of water with a face mask and flippers and with or without a portable breathing device — *skin diver* *n*
skin-flint \-skin-'flint/ *n*: a person who is very hard and grasping in money matters
skin-ful \-fūl/ *n* **1**: the contents of a skin bottle **2**: a large or satisfying quantity esp. of liquor
skin game *n*: a swindling game or trick
skin graft *n*: a piece of skin transferred from a donor area to grow new skin at a place denuded (as by burning)
skink \-skɪŋk/ *n* [*Gk skinkos*]: any of a family of mostly small lizards with small scales
skin-ner \-skin-'nər/ *n* **1 a**: one that deals in skins, pelts, or hides **b**: one that removes, cures, or dresses skins **2**: a driver of draft animals and esp. of mules
skin-ny \-skin-'ē/ *adj* *skin-ni-er*; -est **1**: resembling skin: *MEMBRANOUS* (a *skinny* layer) **2**: very thin: *LEAN*, *EMACIATED* — *skin-ni-ness* *n*
skin test *n*: a test (as a scratch test) performed on the skin and used in detecting allergic hypersensitivity
skin-tight \-skin-'tīt/ *adj*: closely fitted to the figure
skip \-skɪp/ *vb* *skipped*; *skip-ping* [*ME skippen*] **1 a**: to move or proceed with leaps and bounds: *CAPER* **b**: to bound or cause to bound off one point after another: *RICOCHE* **c**: to leap over lightly and nimbly **2**: to leave or leave from hurriedly or secretly **3 a**: to pass over or omit (as an interval, item, or step) **b**: to omit or cause to omit a grade in school in advancing to the next **c**: to pass over without notice or mention **d**: to fail to attend (*skipped the meeting*) **e**: *MISFIRE* **1**
skip *n* **1 a**: a light bounding step **b**: a gait composed of alternating hops and steps **2**: an act of omission or the thing omitted
skip *n*: the captain of a side in some games (as curling or lawn bowling)
skip *vi* *skipped*; *skip-ping*: to act as skipper of
ski pants *n pl*: pants for skiing that are ribbed or close-fitted at the ankle
skip-jack \-skip-'jak/ *n, pl skipjacks* or *skipjack*: any of various fishes (as a bonito or bluefish) that jump above or play at the surface of the water
ski pole *n*: a metal-pointed pole or stick of steel or cane fitted with a strap for the hand at the top and an encircling disk set a little above the point and used as an aid in skiing
skip-per \-skip-'ər/ *n* **1**: one that skips **2 a**: any of numerous small stout-bodied insects of swift erratic flight that differ from the typical butterflies in wing venation and the form of the antennae **b**: any of several small leaping insects (cheese *skippers*)
skipper *n* [*MD skipper*, fr. *skip* ship; akin to *E ship*] **1**: the master of a ship; *esp*: the master of a fishing, small trading, or pleasure boat
skirl \-skər/, 'skɪrl/ *vb*: to sound the high shrill tone of the bagpipe
skirl *n*: the high shrill sound of a bagpipe
skir-mish \-skər-'mɪʃ/ *n* [*MF escarmouche*, fr. It *scaramuccia*] **1**: a minor fight in war usu. incidental to larger movements **2**: a brisk preliminary conflict
skirmish *vi* **1**: to engage in a skirmish **2**: to search about (as for supplies) — *skir-mish-er* *n*
skirr \-skər/ *vb* **1**: to leave hurriedly: *FLEE*; *also*: to

move rapidly **2**: to pass rapidly over esp. in search of something

skirr *n*: WHIR, ROAR

skirt \-skɜrt/ *n* [*ON skyrt* shirt, kirtle; akin to *E shirt*] **1 a**: a free hanging part of a garment extending from the waist down **b**: a separate free hanging garment for women and girls covering the body from the waist down **c**: either of two flaps on a saddle covering the bars on which the stirrups are hung **2 pl**: the outlying parts of a town or city: *OUTSKIRTS* **3**: a part or attachment serving as a rim, border, or edging **4 slang**: GIRL, WOMAN

skirt *vb* **1**: to form or run along the edge of: *BORDER* **2**: to provide a skirt or border for **3 a**: to go or pass around or about; *esp*: to go around or keep away from in order to avoid danger or discovery **b**: to evade or miss by a narrow margin **4**: to be, lie, or move along an edge, border, or margin — *skirt-er* *n*

skirt-ing \-ɪŋ/ *n* **1**: something that skirts: as **a**: *BORDER*, *EDGING* **b *Brit*: *BASEBOARD* **2**: fabric (as wool) suitable for skirts**

ski run *n*: a slope or trail suitable for skiing

ski suit *n*: a warm outfit for winter sports made in one-piece or two-piece style with a jacket top and pants usu. having ribbed cuffs

skit \-skɪt/ *n* **1**: a satirical or humorous story or sketch; *esp*: a sketch included in a dramatic performance (as a review) **2**: a short serious dramatic piece; *esp*: one done by amateurs

ski tow *n*: a power-driven conveyor for pulling skiers to the top of a slope that consists usu. of an endless motor-driven moving rope which the skier grasps **2**: *SKI LIFT*

skit-ter \-skɪt-'ər/ *vb*: to glide or skip lightly or quickly: *skim* along a surface

skit-tish \-skɪt-'ɪʃ/ *adj* [*ME*] **1**: lively or frisky in action: *CAPRICIOUS* **2**: easily frightened: *RESTIVE* (a *skittish* horse) **3**: *COY*, *BASHFUL* — *skit-tish-ly* *adv* — *skit-tish-ness* *n*

skit-tle \-skɪt-'l/ *n* **1 pl**: a form of ninepins that sometimes uses wooden disks instead of balls **2**: one of the pins used in skittles

skiv-vy \-skɪv-'ē/ *n, pl skivvies* *Brit*: a female domestic servant

skivvy *n, pl skivvies*: underwear consisting of shorts and a collarless short-sleeved pullover — usu. used in *pl*
skoal \-skōl/ *n* [*Dan skaal*, lit., cup; akin to *E scale*] **1**: *TOAST*, *HEALTH* — often used interjectionally

skua \-skyū-'ə/ *n* [*NL*, of Scand origin]: *JAEGER*; *esp*: a large No. Atlantic jaeger

skul-dug-gery or **skull-dug-gery** \-skəl-'dag-(ə)-rē/ *n, pl -ger-ies*: underhanded or unscrupulous behavior: *DISHONESTY*, *TRICKERY*

skulk \-skɜlk/ *vi* [*of Scand origin*] **1**: to move in a stealthy or furtive manner: *SNEAK* **2**: to hide or conceal oneself from cowardice or fear or with treacherous intent — *skulk-er* *n*

syn *SKULK*, *SLINK*, *SNEAK* mean to go or act so as to escape attention. *SKULK* may imply shyness or cowardice but often suggests an intent to spy or waylay; *SLINK* stresses a moving so as to avoid notice rather than keeping actually out of sight; *SNEAK* may add an implication of furtively entering or leaving a place or of accomplishing a purpose by indirect and underhanded methods

skulk *n*: *SKULKER*

skull \-skʉl/ *n* [*of Scand origin*] **1**: the vertebrate head skeleton that forms a bony or cartilaginous case enclosing the brain and chief sense organs and supporting the jaws **2**: the seat of understanding or intelligence: *MIND*
skull and cross-bones \-'krɒs-'bɒnz/ *n*: a representation of a human skull over crossbones usu. used as a warning of danger to life

skull-cap \-skəl-'kæp/ *n*: a close-fitting cap; *esp*: a light cap without brim for indoor wear

skull practice *n*: a strategy class for an athletic team

skunk \-skʉŋk/ *n, pl skunks* *also* *skunk* [*of Algonquian origin*] **1**: any of various common omnivorous black-and-white New World mammals related to the weasels and having glands near the anus from which a secretion of pungent and offensive odor is ejected when the animal is startled **2**: an obnoxious person

• abut; • kitten; or further; a back; a bake; a cot, cart; an out; oh chin; o less; o easy; g gift; i trip; i life

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Reading and Study Guide on Socrates

Topics for study

With Plato's *Euthyphro* as a guide, describe the Socratic method. Compare and contrast it with the deductive process. Which do you think is a better way of reasoning, and why? See especially books C, E, and H below.

Why did Aristophanes choose Socrates as the target in his satire *The Clouds*? Do you think the attack was justifiable? See especially books G and I below.

Assume that you are the lawyer defending Socrates at his trial and write your final speech in his defense. See especially book F below.

Read Plato's *Phaedo* and *Apology* and reconstruct the circumstances of Socrates' death. Do you think Socrates' teachings were reasonable? Explain. Which of your ideas would you be willing to die for? Why? See especially books B, F, and H below.

Books to read

Level I

- (A) Mason, Cora C. *Socrates: The Man Who Dared To Ask*. Beacon, 1953. Biography.
- (B) Silverberg, Robert. *Socrates*. Putnam, 1965. Biography. Includes summary of Socrates' philosophy.
- (C) Turlington, Bayly. *Socrates, the Father of Western Philosophy*. Watts, 1969. Biography and examination of Socratic method.
- (D) Versenyi, Laszlo. *Socratic Humanism*. Yale, 1963. Also in paperback. Introduction to Socratic philosophy.

Level II

- (E) Coe, Frederick. *A History of Philosophy: Greece and Rome, Vol. 1, Part 1*. Doubleday, 1962. Paperback. Includes commentary on the Socratic method.
- (F) Eliot, Alexander. *Socrates: Fresh Appraisal of the Most Celebrated Case in History*. Crown, 1967. An account of the trial in dramatic form.
- (G) Levin, Richard. *The Question of Socrates*. Harcourt, 1961. Also in paperback. Contains the complete text of Aristophanes' *The Clouds* and Plato's *Apology*, and excerpts from *Phaedo* and *The Republic*.
- (H) Plato. *Last Days of Socrates, Euthyphro; Apology; Crito; Phaedo*. Penguin, n.d. Paperback.
- (I) Strauss, Leo. *Socrates and Aristophanes*. Basic Books, 1986. Explains the relationship between the two men and examines, summarizes, and explains each of Aristophanes' comedies.

Other resources

- The Death of Socrates* (film, 1969). 45 min, sound, bw, 16mm. Time-Life Films.
- The Death of Socrates* (film, 1955). "You Are There" series. 25 min, sound, bw, 16mm. Produced by CBS. Source: Contemporary.
- Man and the State: The Trial of Socrates* (film, 1971). 28½ min, sound, c, 16mm. BFA Educational Media.
- Plato's Apology* (records, n.d.). LP's, sound. Caedmon.
- Plato's Apology: The Life and Teachings of Socrates* (film, 1969). 30 min, sound, c, 16mm. Encyclopaedia Britannica Films.

See also Index information under the heading *Socrates*. For addresses of sources, see the list at the end of this volume.

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Sun (How the Sun Produces Energy) So:784d
Solar Energy Research, Development, and Demonstration Act [1974]
Solar Energy (Attempts to Harness Solar Energy) So:473
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EGYPT, ANCIENT

land in Asia, and the Philistines and other invaders threatened Egypt from the eastern Mediterranean Sea.

King Seti I recaptured Palestine and Syria (see SETI I). His son, Ramses II, fought the Hittites. Ramses' long reign began strongly, but it developed inner weaknesses (see RAMSES II).

Between 1500 and 1000 B.C., the civilized world had entered the Iron Age. Egypt had no sources of iron, and found it increasingly difficult to import the metal from Asia. Egypt could not compete with armies that had iron weapons. It gradually gave up its outlying possessions, such as Palestine. The country never again wielded the same amount of power in the eastern Mediterranean area that it had enjoyed when copper was essential. The twentieth dynasty ended with Egypt divided into small states that cooperated in trade and commerce, but competed for political power.

The Period of Invasions. Non-Egyptians dominated ancient Egypt during the final period of its history. Libyan princes became the first outsiders to rule the country at this time. Sheshonk I, a Libyan, seized the Egyptian throne about 945 B.C. After about 200 years of Libyan rule, a Sudanese leader named Piankhi led an army that overthrew the Libyans. But the Assyrians ousted the Sudanese about 85 years later.

The Assyrians concentrated on other conquests, and allowed the Egyptians to regain some independence. The pharaohs reigned at Sais on the Nile Delta, from 670 to 525 B.C. These years are called the *Saite Period*. The Egyptians tried to revive their former glory by copying old monuments and ways of doing things.

By 525 B.C., the Persians had driven the Assyrians from Egypt. They ruled the country for nearly 200 years. In 332 B.C., Alexander the Great added Egypt to his empire. When Alexander died, one of his leading generals, Ptolemy, succeeded him in Egypt. Ptolemy I took the title of King of Egypt in 306 B.C., and founded the dynasty known as the *Ptolemies*. The dynasty ended when Cleopatra died in 30 B.C.

The Ptolemies developed Egypt's resources and culture, and encouraged trade with other nations. Alexandria became the capital of Egypt. The city prospered and grew until it ranked second only to the powerful city of Rome as the center of culture and population in the Mediterranean world. The Ptolemies established academies and a great library in the city. Alexandria became the intellectual and religious center of the world.

Egypt's rulers may have succeeded too well in developing the country. The Romans became interested in Egypt as a source of grain. In 30 B.C., their armies conquered the country and made it a Roman province.

Roman and Byzantine Rule. The Roman conquest changed little of Egypt's character. A *prefect* governed the country as a personal possession of the Roman emperor. Roman demands on Egypt for more and more grain caused food shortages and widespread poverty.

Christian missionaries discovered that the Egyptians readily accepted the new religion. They emphasized self-denial and a concern with the next world rather than the present life. Egyptians who followed the teachings of Christ became known as *Copts*. The Coptic Church grew strong from A.D. 300 to 500. But Christianity gradually weakened in Egypt.

Byzantine rule began about A.D. 395, when the Roman Empire broke into western and eastern sections (see BYZANTINE EMPIRE). In 639, the Arab conqueror Amr ibn al-As began the invasion of Egypt. The Arabs took over Alexandria in 642. The country gradually became a Muslim nation. For the story of Egypt after 642, see EGYPT (History). Critically reviewed by RICARDO A. CAMENOS

Related Articles in WORLD BOOK include:
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Akhenaton	Khufu	Seti I
Alexander the Great	Nefertiti	Thutmose III
Cleopatra	Ptolemy	Tutankhamon
Imhotep	Ramses II	

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Glass (History)	Surveying
Hieroglyphic	Textile (History)

GODS AND GODDESSES

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 - B. Religion
 - C. The Arts
 - D. The Sciences
- V. Government
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Questions

- Why has Egypt been called the *gift of the Nile*?
- How did hieroglyphic writing differ from hieratic?
- What were Egyptian students required to learn in the school for scribes?
- Why did the Egyptians build pyramids?
- How long did ancient Egypt survive as a center of civilization?
- When did ancient Egypt reach the height of its power? What were some of its outlying possessions?
- Why did the ancient Egyptians call their country the *Two Lands*?
- What are some major contributions of the Egyptians in the arts and sciences?
- When did the Egyptians begin to use camels for transportation?
- What was the chief occupation in ancient Egypt?

Reading and Study Guide

See *Egypt, Ancient*, in the RESEARCH GUIDE/INDEX, Volume 22, for a Reading and Study Guide.

EGYPT, ANCIENT

Trade and Transportation. Egyptian ships sailed to many ports of the civilized world, both as peaceful traders and as conquerors. They traveled northwest into ports in the Aegean Sea, and northeast to Palestine, Phoenicia, Syria, and the land of the Hittites in Asia. To the south, they traded with peoples along the eastern coast of Africa. According to tradition, the Egyptians dug a canal to link the eastern part of the Nile Delta with the Red Sea as early as the 1900's B.C. Some historians believe that the Egyptians were the first people to sail the dangerous Cape of Good Hope route around the southern tip of Africa. Egyptian caravans made many expeditions to Sudan.

The ancient Egyptians traded by *bartering* (exchanging goods for other goods). They bartered their copper, grain, linen, papyrus, and fine-grained stones for woods such as cedar, cypress, fir, and pine from Lebanon. They also bartered for gold, hides, ivory, ostrich feathers, and tropical woods in Punt, southeast of Egypt on the Red Sea. Farmers often traded their barley and flax locally for small manufactured goods, such as magical charms, metal knives, sandals, and storage pots. The Egyptians did not use coins until about 300 B.C.

Galley ships and sailing vessels carried passengers and cargoes. The Egyptians made small boats from their limited supply of wood. They made seagoing vessels from cedar and fir imported from Asia.

Attendants at the royal court carried nobles and members of the royal family from place to place in sedan chairs. After the Egyptians began using horses, about 1700 B.C., they traveled in chariots. Donkey caravans carried people and goods in the desert regions. The Egyptians did not begin to use camels until about 500 B.C. The government used messengers to keep in touch with the distant parts of the widespread empire.

Activities of the People

Education. Most Egyptian boys learned their work from their fathers, or as apprentices in various trades. Boys of royal and wealthy families were trained to become priests or government officials. At an early age, they were placed in the schools for scribes at the capital. Priests controlled the schools. They required the students to memorize classic texts, take dictation, and learn to use about 700 characters of the Egyptian language. They also taught literature. Schoolboys practiced their writing by copying stories and proverbs. Archaeologists have found copybooks that these boys used for practicing handwriting. But the number of persons who could read and write apparently was small.

Religion appeared in every part of life in ancient Egypt. The Egyptians believed that gods and goddesses took part in every human activity from birth to death. For the Egyptian, the good life depended on obeying the commands of the gods. After a person died, the gods would judge how well the person had obeyed their directions. The Egyptians believed that their king was a god who could keep the country prosperous by his divine powers.

In the earliest period, the Egyptians worshiped the forces of nature, such as wind and water. As towns grew up, each adopted its own special god. In one part of the delta, the people worshiped Horus, the god of

heaven (see HORUS). In another district, the people worshiped Osiris, the god of vegetation, who later became the god of the dead (see OSIRIS). Heliopolis, near Cairo, was the center for the worship of the sun god Re, or Ra (see RE). Heliopolis means *city of the sun* in Greek. About 2500 B.C., priests at Heliopolis developed the worship of Re as the nation's first state religion. Other members of Re's divine family included Osiris and his wife, Isis; Set, the evil brother of Osiris, and his wife Nephthys; Shu, god of air; Tefnut, goddess of moisture; Geb, god of earth; and Nut, goddess of the sky (see MYTHOLOGY [picture: The Separation of the Earth from the Sky]).

The people of Thebes worshiped Amon, the god of the air and fertility. After Thebes became the political center of the empire, Amon became the empire's chief god. The people identified Amon with the sun god, Re, and Amon became known as Amon-Re (see AMON).

The Egyptians believed that certain animals might serve individual gods in a special way. For example, they regarded the ram as acceptable to Amon, and chose one ram to be the temple animal of that god. Other sacred animals included the baboon, bull, cat, crocodile, and jackal.

The people of ancient Egypt took great care in preparing for life after death. They denied that death ended the existence of a person who had led a good life. They believed that the next world would be like Egypt in its richest and most enjoyable form. They built stone tombs and filled them with clothing, food, furnishings, and jewelry for use in the next world. They embalmed their dead and wrapped the bodies in layers of cloth. Preserved bodies were called *mummies* (see EMBALMING; MUMMY).

The Egyptians carved inscriptions on the walls of their tombs. They also wrote on the insides of the coffins. They placed papyrus copies of the *Book of the Dead* in the tombs to protect the spirits of the dead. The *Book of the Dead* contained spells and prayers. See HEROGlyphic (pictures).

The priests conducted the rituals and guarded the temples. They acquired much political power. For example, the king did not make them pay the *corvée*, a tax in labor that furnished the government with workers. The priests used thousands of people to work in the temples and divine lands.

The Arts reached full development early in the history of Egypt. All the arts, including literature, were influenced by religion. Egyptian literature covered a wide range of subjects, from hymns to fairy tales.

The Egyptians planned their monuments to last forever. Their greatest architectural achievement was the construction of the pyramids. The Great Pyramid at Giza (Al Jizah) contained about 2,300,000 stone blocks. The blocks averaged about 5,000 pounds (2,300 kilograms) apiece in weight. Workmen shaped each stone so carefully that the blocks fitted together with only paper-thin spaces between them.

The Egyptians also built towering temples with thick walls that sloped in gently toward the top. Examples of such architecture include the temples at Karnak and Luxor. See ARCHITECTURE (Beginnings); PYRAMIDS.

Painting and sculpture in Egypt went through several phases. The earliest paintings and relief sculptures had a flattened appearance, and statues had a squared-off

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108	Grand (R.)	(grān'd)	SD	45-58 N	102-56 W	121	Granville Pk.	(grān'd vīl pēk)	Ar.	55-30 N	132-35 W	108	Green (R.)	(grēn)	ND	47-05 N	103-05 W
128	Grand Bahama (I.)	(grān'd bā'hā-mā)	Ba.	26-35 N	78-30 W	121	Granville Pk.	(grān'd vīl pēk)	Ar.	55-30 N	132-35 W	102	Green (R.)	(grēn)	U.S.	38-30 N	110-10 W
99	Grand Bank (grān'd bānk)	(grān'd bānk)	Can.	47-06 N	55-47 W	135	Granito (grā-nē'tō)	(grān'd nē'tō)	Braz.	7-39 S	39-34 W	115	Green (R.)	(grēn)	Ut.	38-30 N	110-05 W
214	Grand Bassani (grān bā-sān)	(grān bā-sān)	Ivory Coast	5-12 N	3-44 W	162	Granja de Torrehermosa (grān'jā dā tōr'rā-ēr-mō'sā)	(grān'jā dā tōr'rā-ēr-mō'sā)	Sp.	38-21 N	5-38 W	102	Green (R.)	(grēn)	Wa. (Seattle In.)	47-17 N	121-57 W
127	Grand Bourg (grān būr)	(grān būr)	Guad. (In.)	15-54 N	61-20 W	156	Gränsa (grēn'sā)	(grān'sā)	Sw.	58-02 N	14-38 E	119	Green Bay	(grēn bāy)	Wa. (Seattle In.)	48-06 N	122-35 W
129	Grand Caicos (I.) (grān'd kā-ē'kōs)	(grān'd kā-ē'kōs)	Turks & Caicos Is.	21-45 N	71-50 W	163	Granollers (grā-nōl-yērs')	(grān'ōl-yērs')	Sp.	41-36 N	2-19 E	109	Green Bay	(grēn bāy)	Tx. (In.)	29-53 N	95-13 W
154	Grand Canal	(grān'd kānāl)	Ire.	53-21 N	7-15 W	134	Gran Pajonal (Marsh) (grā'n pā-kō-nāl')	(grān'pā-kō-nāl')	Peru	11-14 S	71-45 W	103	Green Bay	(grēn bāy)	Wi.	44-30 N	88-04 W
115	Grand Canyon (grān'd kān'yān)	(grān'd kān'yān)	Az.	36-05 N	112-10 W	119	Gran Piedra (Mtn.)	(grān'pīēdrā)	Cuba	20-00 N	75-40 W	106	Greenbelt (grēn'bēlt)	(grēn'bēlt)	U.S.	44-55 N	87-47 W
155	Grand Canyon	(grān'd kān'yān)	Az.	35-50 N	113-16 W	148	Grantham (grān'tām)	(grān'tām)	Eng.	52-54 N	0-38 W	104	Greencastle (grēn-kās'l)	(grēn-kās'l)	Ba.	38-59 N	76-53 W
115	Grand Canyon Natl. Park	(grān'd kān'yān nāt'l pārk)	Az.	36-15 N	112-20 W	107	Grant Park (grānt pārk)	(grānt pārk)	Il. (Chicago In.)	41-14 N	87-39 W	128	Green Cay (I.)	(grēn kē)	In.	39-40 N	86-50 W
128	Grand Canyon (I.) (kā'nān)	(grān'd kān'yān)	Can.	17-15 N	81-15 W	160	Grants Pass (grānts pās)	(grānts pās)	Or.	42-26 N	123-20 W	121	Green Cove Springs (kōv)	(grēn kōv s'prīngs)	Fl.	29-56 N	81-42 W
110	Grand Coulee Dam (kōū'lē)	(grān'd kōū'lē)	Wa.	47-58 N	119-28 W	160	Granville (grān-vēl)	(grān'd vīl)	Fr.	48-52 N	1-35 W	104	Greendale (grēn-dāl)	(grēn-dāl)	Wt. (Milwaukee In.)	42-56 N	87-59 W
137	Grande (R.)	(grān'd)	Chili (Santiago In.)	35-25 S	70-14 W	105	Granville (L.)	(grān'd vīl)	NY	43-25 N	73-15 W	109	Greenfield (grēn'fēld)	(grēn'fēld)	In.	39-45 N	85-40 W
125	Grande (R.)	(grān'd)	Mex.	17-37 N	96-41 W	95	Granville (L.)	(grān'd vīl)	SC	56-18 N	100-30 W	104	Greenfield	(grēn'fēld)	Ba.	41-16 N	94-30 W
137	Grande (R.)	(grān'd)	Ur. (Buenos Aires In.)	33-19 S	57-15 W	135	Grão Mogol (grōu' mōg-kōl')	(grāo mōg-kōl')	Braz.	16-34 S	42-35 W	105	Greenfield	(grēn'fēld)	Mo.	42-35 N	72-35 W
138	Grande, Boca (B.)	(grān'd bōkā)	Arg.	50-45 S	68-00 W	113	Grass (grās)	(grās)	Fr.	43-39 N	6-57 E	117	Greenfield	(grēn'fēld)	Mo.	37-23 N	93-48 W
135	Grande, Boca (Est.)	(grān'd bōkā)	Arg.	50-45 S	68-00 W	112	Grass (grās)	(grās)	Fr.	43-39 N	6-57 E	104	Greenfield	(grēn'fēld)	Oh.	39-15 N	83-25 W
122	Grande, Ciri (R.)	(grān'd sīrī)	Arg.	8-55 N	80-04 W	112	Grass Mtn. (grās)	(grās mtn)	Wa. (Seattle In.)	47-13 N	121-48 W	120	Greenfield	(grēn'fēld)	Tn.	36-08 N	88-45 W
138	Grande, Cuchilla (Mts.)	(grān'd kūchīllā)	Ur.	33-00 S	55-15 W	114	Grass Valley	(grās vālī)	Can.	39-12 N	121-04 W	89	Greenfield Park	(grēn'fēld pārk)	Can. (Montréal In.)	45-29 N	73-29 W
137	Grande, Ilha (I.) (grān'd)	(grān'd)	Braz. (Rio de Janeiro In.)	23-11 S	44-14 W	99	Grates Pt. (grāts)	(grāts pē)	Can.	48-09 N	52-57 W	107	Greenhills (grēn'hīls)	(grēn'hīls)	Oh. (Cincinnati In.)	39-16 N	84-31 W
134	Grande, Rio (R.)	(grān'd rīō)	Bol.	16-49 S	63-19 W	160	Graulthor (grō-lē)	(grāul'thōr)	Fr.	43-46 N	1-58 E	75	Greenland (grēn'lānd)	(grēn'lānd)	N. A.	74-00 N	40-00 W
135	Grande, Rio (R.)	(grān'd rīō)	Braz.	19-48 S	49-54 W	94	Gravelbourg (grāv'el-bōrg)	(grāv'el-bōrg)	Can.	49-53 N	106-34 W	112	Green Mtn. (grēn mtn)	(grēn mtn)	Or. (Portland In.)	45-52 N	123-24 W
102	Grande, Rio (R.) (Bravo del Norte, Rio) (grān'dā)	(grān'dā)	Mex.-U. S.	26-50 N	99-10 W	148	Gravensend (grāv'ēnd)	(grāv'ēnd)	Eng. (London In.)	51-26 N	0-22 E	115	Green Mountain Res.	(grēn mōntēn rēs)	Co.	39-50 N	106-20 W
136	Grande, Salinas (F.)	(grān'd sālīnās)	Arg.	29-45 S	65-00 W	164	Gravina (grāv'īnā)	(grāv'īnā)	It.	40-48 N	16-27 E	105	Green Mts.	(grēn mts)	Vt.	43-10 N	73-05 W
135	Grande, Salto (Falls)	(grān'd sāl'tō)	Arg.	29-45 S	65-00 W	161	Gray (grā)	(grā)	It.	18-00 N	74-20 W	154	Greenock (grēn'ōk)	(grēn'ōk)	Scot.	55-55 N	4-45 W
129	Grande, Salto (Falls)	(grān'd sāl'tō)	Arg.	29-45 S	65-00 W	104	Grayling (grā'ling)	(grā'ling)	Mi.	44-40 N	84-40 W	106	Green Pond Mtn. (pōnd)	(grēn pōnd mtn)	NJ (New York In.)	41-00 N	74-32 W
129	Grande Cayemite, Ile (I.)	(grān'd kāyē-mī-tē)	Braz.	16-18 S	39-38 W	107	Grayslake (grāz'lāk)	(grāz'lāk)	Il. (Chicago In.)	42-20 N	88-20 W	105	Greenport	(grēn pōrt)	NY	41-06 N	72-25 W
213	Grande Comore (grān-dē-kō-mō-rē)	(grān'd kō-mō-rē)	Comoro Is.	11-44 S	42-38 E	116	Grays Pk. (grāz)	(grāz)	Co.	39-29 N	105-52 W	115	Green River (grēn rīv'ēr)	(grēn rīv'ēr)	Ut.	39-00 N	109-05 W
126	Grande de Otoro (grān'dā dā ō-tō-rō)	(grān'dā dā ō-tō-rō)	Hond.	14-42 N	88-21 W	167	Grayvoron (grā-vō-rōn)	(grāv'ō-rōn)	Sov. Un.	50-28 N	35-41 E	111	Green River	(grēn rīv'ēr)	Wyo.	41-32 N	109-06 W
89	Grande Pointe (grān'd pōint')	(grān'd pōint')	Can. (Winnipeg In.)	4													

Illustration 17. *GOODE'S WORLD ATLAS*

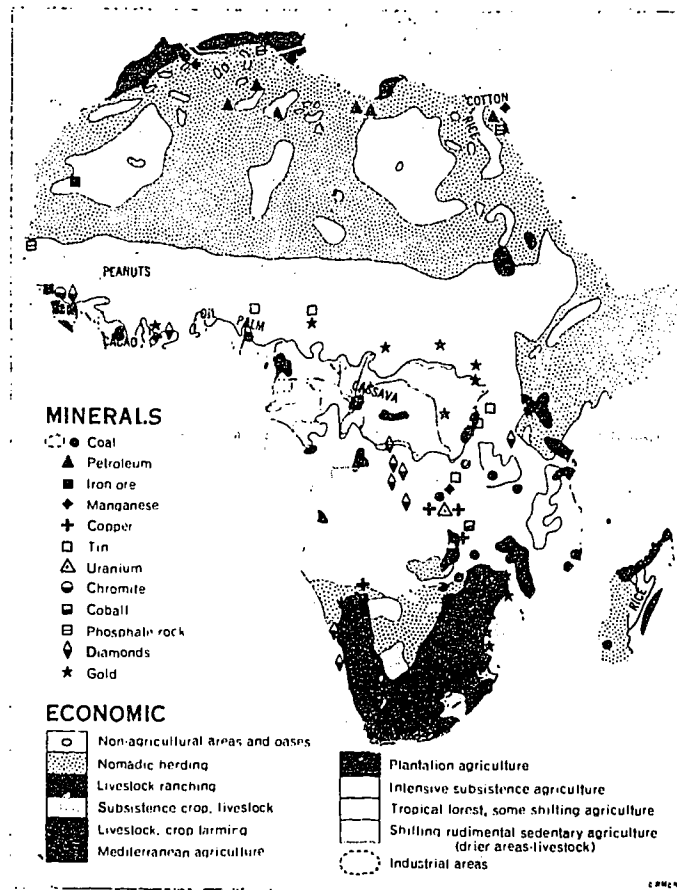


Illustration 18. HAMMOND WORLD ATLAS

MARYLAND

COUNTIES

Allegany 64 044
Anne Arundel 297 539
Baltimore 621 077
Baltimore (city county) 905 759
Calvert 70 682
Caroline 19 781
Carroll 69 006
Cecil 53 291
Charles 47 678
Dorchester 29 405
Frederick 84 927
Garrett 21 476
Harford 115 378
Howard 61 911
Kent 16 146
Montgomery 522 809
Prince Georges 660 567
Queen Annes 18 422
Saint Marys 47 388
Somerset 18 924
Talbot 23 692
Washington 103 829
Wicomico 54 236
Worcester 24 442

20626 Colons Point 310
21043 Columbia 8 815
20627 Compton 500
21918 Corwings 150
21723 Copesville 497
20027 Coral Hills 7 105
21625 Cordova 365
21524 Corningville 550
20722 Cottage City 193
20011 Cott Station 1 500
21788 Creagstown 740
21525 Crelin 500
21502 Cresapown 1 721
21817 Cristfield 3 078
21627 Crocherson 150
21113 Cropan 4 478
21032 Crownsville 1 900
21628 Crumpton 375
21502 Cumberland 29 724
20750 Damascus 2 638
20628 Dameron 500
21820 Darnestown 300
21545 Dargan 245
21034 Darlington 800
20760 Darnestown 950
21035 Davidsonville 250

20751 Deale 1 059
21821 Deale 1 800
21550 Deer Park 310
21629 Denning 1 561
20655 Denwood 450
20753 Dickerson 500
20028 District Heights 8 424
21710 Docks 273
21795 Downsville 255
20630 Draper 450
21154 Dub 366
21222 Dundas 85 377
20668 Eagle Harbor 200
21146 Eagle Heights 1 500
21631 East New Market 251
21528 Easton 900
21601 Easton 8 609
21528 Edgewater 8 551
21040 Edgewood 8 551
210781 Edmonson 1 441
21784 Eldersburg 1 739
21920 Elm Hill 500
21227 Elmridge 4 900
21921 Elmridge 5 362
21529 Friesville 950

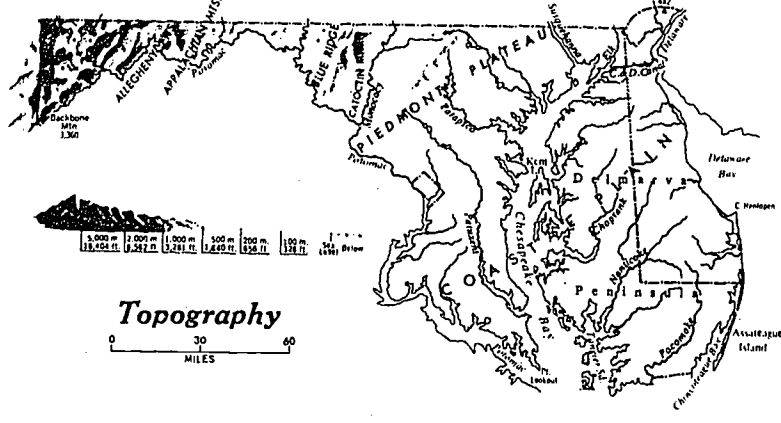
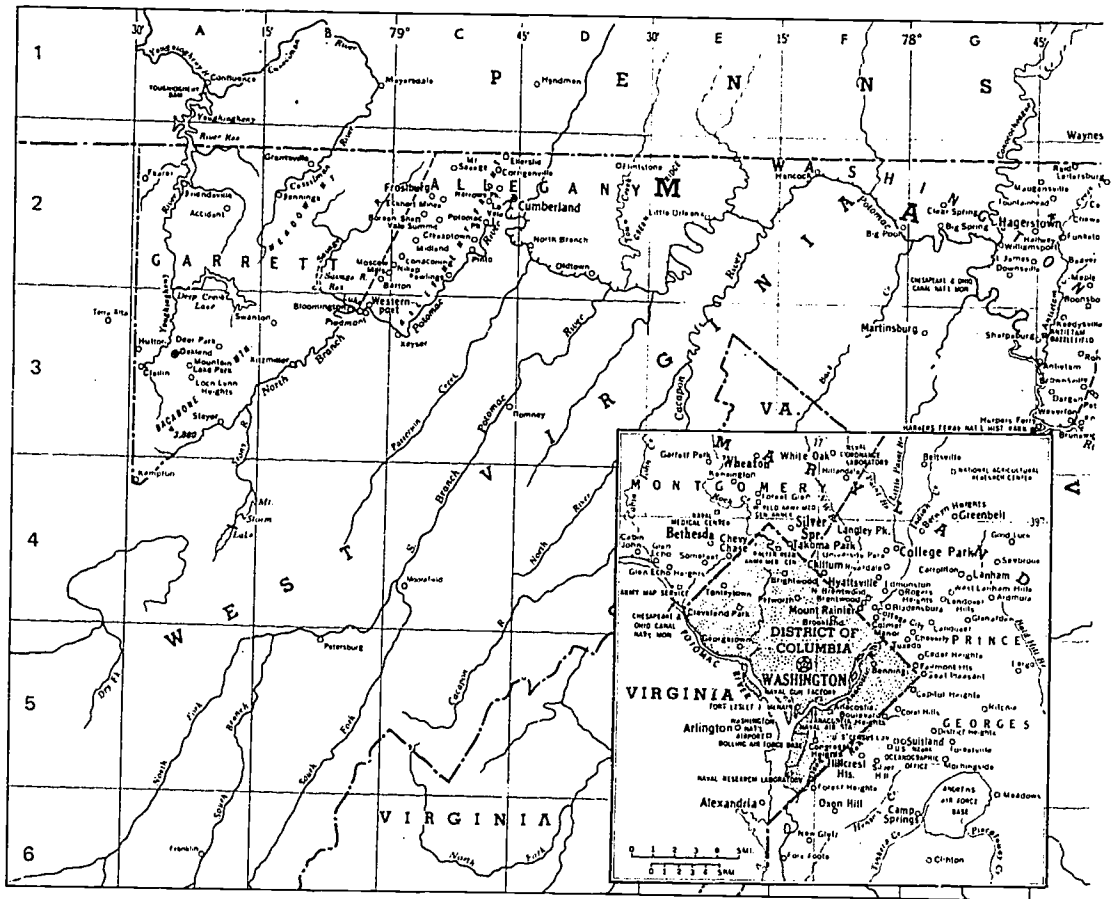
21043 Foston 9 506
21727 Emmitsburg 1 532
21221 Essex 38 193
21824 Eve 350
21620 Fairlee 300
20027 Fairmont Heights 1 972
21044 Fawn 617
21632 Federal Square 917
21061 Fendley 9 929
21048 Fenton 950
21634 Fenton 595
21530 Foston 395
20907 Forest Glen 1 900
20001 Forest Heights 3 600
21050 Forest Hill 450
20028 Forestville 16 152
20013 Fort Four 700
20735 Fort Washington 1 650
21740 Fountaine Head 2 029
21760 Fountaine Head 2 029
21701 Frederick 23 641
21053 Freedom 500
21531 Friendsville 566
21157 Fritzeburg 300
21532 Fritzeburg 327
21826 Fulton 2 315

21734 Foston 1 051
20760 Galters 8 344
21635 Galters 361
21054 Galters 460
20766 Garner Park 1 258
21055 Garner Park 950
20767 Germantown 260
21829 Gid street 850
20801 Glenarden 502
21057 Glen Arm 350
21061 Glen Burnie 38 608
20768 Glen Echo 297
20013 Glen Echo Heights 2 025
21737 Glen Echo 400
21071 Glen Elder 1 037
21636 Goodson 231
20715 Good Luck 10 584
21788 Graceland 300
21637 Graceland 950
21538 Grantsville 517
21638 Grantsville 1 182
20770 Greenbelt 18 199
21122 Greenhaven 1 841
21072 Greenmount 325
21639 Greensboro 1 173

21740 Hagerstown 35 862
21740 Highway 6 105
20850 Hagerstown 5 912
21074 Hampstead 961
21750 Hancock 1 832
21201 Harover 500
21787 Harney 250
21078 Have de Grace 9 791
21530 Havre de Grace 705
21080 Henrytown 400
21111 Hereford 680
21553 Highfield 500
21091 Hillside 19 520
21001 Hillcrest Heights 24 037
21641 Hillside 177
20636 Hollywood 500
21642 Hollywood 500
21643 Hunt 1 056
21864 Hurley Station (Stockton) 500
21734 Hyattstown 150
20780 Hyattsville 14 998
20640 Indian Head 1 350
21644 Ingleside 180

CITIES AND TOWNS

Zip Name/Pop. Key
21001 Aberdeen 2 375 O 2
21009 Abingdon 3 000 N 2
21520 Accident 237 A 2
20607 Accokeek 450 L 6
21710 Adamstown 265 H 7
21810 Allen 200 R 3
21043 Allwine 2 314 L 4
21401 Annapolis (cap) 29 592 M 5
20701 Annapolis Junction 775 M 4
21782 Annetam 150 H 3
20608 Aquasco 950 L 6
20785 Armore 500 K 4
20015 Aspen Hill 16 799 G 4
21201 Baltimore 905 759 M 3
21060 Baltimore 12 070 670 M 4
21607 Barclay 187 P 4
20703 Barnesville 162 J 4
20610 Barstow 500 M 6
21521 Barton 723 B 2
21901 Bayview 250 P 2
21014 Bel Air 6 307 L 7
20611 Bel Air 675 L 7
21662 Bellevue 300 O 6
20705 Beltsville 8 912 G 3
20612 Benedict 700 M 6
21811 Berlin 1 942 T 4
20740 Beverly Heights 3 934 G 7
20014 Bethesda 71 621 T 4
21609 Bethlehem 200 P 6
21610 Betterton 327 O 3
21611 Bishop's Head 250 O 7
21813 Bishopville 300 T 7
21814 Bristle 450 P 7
20710 Bladensburg 7 488 G 1
21523 Bloomington 235 B 3
21713 Boonsboro 1 410 H 2
21532 Borden Shatt 208 B 2
21020 Boring 283 L 2
20027 Boulevard Heights 500 F 5
20678 Bowens 250 M 6
20715 Bowie 35 028 L 4
20720 Boyd 300 N 5
21612 Borman 500 L 6
20613 Brandywine 525 F 4
20722 Brentwood 3 426 H 3
21115 Brownsville 185 H 3
21716 Bruns 3 566 H 3
21717 Buckeystown 400 H 3
21718 Burkittsville 221 H 3
20730 Buttons 3 000 L 4
20610 Bushwood 675 L 4
21023 Butler 150 M 2
20731 Cabin John 2 500 E 4
20619 California 350 M 7
20705 Calverton 6 453 L 4
21613 Cambridge 11 595 O 6
20031 Camp Springs 22 776 G 6
20027 Capitol Heights 2 852 G 5
21024 Capital 510 N 2
20780 Carrington 13 395 L 2
21025 Carrington 174 L 2
21034 Castleton 675 N 2
21786 Catocin Furnace 516 J 2
21228 Catonsville 54 812 M 3
21720 Cavesville 125 H 2
21913 Cecil 581 P 3
20767 Cedar Grove 300 K 4
20027 Cedar Heights 6 049 G 5
21617 Centerville 1 853 O 4
21816 Chance 500 P 8
20621 Chaphco 300 M 7
21914 Charlesown 721 P 2
20622 Charlotte Hall 200 M 7
21027 Chelton 900 N 3
20623 Cheltenham 530 L 6
21921 Cherry Hill 214 P 2
20732 Chesapeake Beach 934 N 6
21915 Chesapeake City 1 031 P 2
21619 Chester 950 N 4
21620 Chestertown 3 476 G 4
20785 Chertsey 6 696 G 4
20015 Cherry Chase 16 424 E 4
21721 Chewsville 350 H 2
20783 Chillum 35 656 F 4
21623 Church Hill 214 O 4
21028 Churchville 500 N 2
21624 Claiborne 150 N 5
20734 Clarksville 400 J 4
21029 Clarksville 500 L 4
21722 Clear Spring 499 G 2
20624 Clements 800 L 6
20735 Clinton 1 300 M 3
21030 Cockeysville 2 900 G 4
20740 College Park 26 156 F 4
20722 Colmar Manor 1 715 F 4
21917 Colton 500 O 2



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<p>Am Girl - AMERICAN GIRL Ariz Highw - ARIZONA HIGHWAYS Art & Man - ART & MAN Arts & Act - ARTS AND ACTIVITIES Badger Hist - BADGER HISTORY Beaver - THE BEAVER Boys' Life - BOYS' LIFE Canadian Ch M - CANADIAN CHILDREN'S MAGAZINE Child D - CHILDREN'S DIGEST Child Life - CHILD LIFE CHILDREN'S PLAYMATE: See Playmate Co-ed - CO-ED Cricket - CRICKET Curious Nat - CURIOUS NATURALIST Current Ev - CURRENT EVENTS Current H-1 - CURRENT HEALTH 1 Current Sci - CURRENT SCIENCE Daisy - DAISY Ebony Jr - EBONY JR! Explorer - SCHOLASTIC NEWS EXPLORER EYE - MY WEEKLY READER EYE Highlights - HIGHLIGHTS FOR CHILDREN Horn Bk - HORN BOOK Humpty D - HUMPTY DUMPTY'S MAGAZINE FOR LITTLE CHILDREN Ill. Hist - ILLINOIS HISTORY Jack & Jill - JACK & JILL Jr Schol - JUNIOR SCHOLASTIC Ks Sch Nat - KANSAS SCHOOL NATURALIST Md Conserv - MARYLAND CONSERVATIONIST Md Mag - MARYLAND MAGAZINE Model Airpl N - MODEL AIRPLANE NEWS MY WEEKLY READER, Ed. 4: See Parade MY WEEKLY READER, Ed. 5: See EYE Nat Canada - NATURE CANADA Nat Geog M - NATIONAL GEOGRAPHIC MAGAZINE</p>	<p>Nat Geog World - NATIONAL GEOGRAPHIC WORLD Nat Wildlife - NATIONAL WILDLIFE News Cit - SCHOLASTIC NEWS CITIZEN NEWS EXPLORER: See Explorer News Trails - SCHOLASTIC NEWS TRAILS NewsTime - SCHOLASTIC NEWSTIME Owl - OWL MAGAZINE Pacific S - PACIFIC SEARCH Parade - MY WEEKLY READER NEWS PARADE Pet News - PET NEWS Pict Ed - PICTORIAL EDUCATION Playmate - CHILDREN'S PLAYMATE Plays - PLAYS Pop Mech - POPULAR MECHANICS Pop Sci - POPULAR SCIENCE Ranger Rick - RANGER RICK'S NATURE MAGAZINE Read - READ Roots - ROOTS Sci World - SCIENCE WORLD Search - SCHOLASTIC SEARCH Sprint - SCHOLASTIC SPRINT Sr Schol - SENIOR SCHOLASTIC Sr Wkly R - SENIOR WEEKLY READER Texas Hist - TEXAS HISTORIAN Wee Wisdom - WEE WISDOM Weewish Tree - WEEWISH TREE Wis. Trails - WISCONSIN TRAILS World Extra - KNOW YOUR WORLD EXTRA Yorker - THE YORKER Young Athlete - YOUNG ATHLETE Young Miss - YOUNG MISS Young World - YOUNG WORLD Your World - YOU AND YOUR WORLD Zoonooz - ZOONOOZ</p>
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#easy reading material

Abbreviations for Months

Ja - January	Ap - April	Jl - July	O - October
F - February	My - May	Ag - August	N - November
Mr - March	Je - June	S - September	D - December

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Gladys Cavanagh, Editor
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Exploring the Mind of Ice Age Man. By Alexander Marshack. 64-89, Jan. 1975

Included: Mammals of the Ice Age as depicted in the art of Cro-Magnon man

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Contents: Antelopes, Buffaloes, Elephants, Gazelles, Giraffes, Gorillas, Hippopotamuses, Leopards, Lions, Okapi, Rhinoceroses, Wart Hogs, Zebras

The Romance of American Furs. By Wanda Burnett. 379-402, Mar. 1948

Contents: Beaver, Chinchillas, Foxes, Minks, Muskrats, Seals

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MAMMALS—Continued

Contents: Deer, Elk, Ground Squirrels, Raccoons
Wildlife of Everglades National Park. By Daniel B. Beard. Paintings by Walter A. Weber. 83-116, Jan. 1949

Contents: Bobcat, Manatee, Marsh Rabbit, Otter, Porpoise, Puma, Raccoon

Wolves Versus Moose on Isle Royale. By Durward L. Allen and L. David Mech. 200-219, Feb. 1963

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Zoo Animals Go to School. By Marion P. McCrane. Photos by W. E. Garrett. 694-706, Nov. 1956

See also names of individual species; and Paleontology

MAMMOTH:

Wyoming Muck Tells of Battle: Ice Age Man vs. Mammoth. By Cynthia Irwin, Henry Irwin, and George Agogino. 828-837, June 1962

MAN, Isle of, Irish Sea:

The Manx and Their Isle of Man. By Veronica Thomas. Photos by Ted H. Funk. 426-444, Sept. 1972

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Included: Dorset Eskimos, Sadlermiuts

Wyoming Muck Tells of Battle: Ice Age Man vs. Mammoth. By Cynthia Irwin, Henry Irwin, and George Agogino. 828-837, June 1962